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ABSTRACT

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ONTERIS ABSTRACTS

Volume 3

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PUBLISHED REPORT **ON00627**

Anderson, James E.; Ridley, Ted
-- **Cool School : An Alternative Secondary School Experience.**
-- Toronto : /Ontario Ministry of Education/, 1977. -- 211p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/COOL SCHOOL/. /Experimental/ /school/s. /Secondary school/s. /Hamilton/
/Program/s and /student/s
Role in /rehabilitation/ of /dropout/s and /drug addicted/ students

ANNOTATION

The historical background of The Cool School is traced from pilot programs in various institutions in the 1960's through a 1971 pilot study for drug-dependent students, particularly /amphetamine/ users, to its designation in December 1974 as a program operated by the Regional /Adolescent/ Services at Chedoke Hospitals designed to salvage any students who had major difficulties with the school system but who were planning some form of /postsecondary/ /education/.

Student selection procedures are described. The general program is discussed under: Phase I, designed to develop basic written and spoken word skills, the ability to work in small groups and the ability to evaluate one's own progress; Phase II, designed to cover content traditionally taught as history, geography and man and society; Phase III, designed to involve students in the /community/ by rotating them through a series of work-oriented learning situations; and Phase IV in which experiences are consolidated, goals are reviewed, and strategies for realizing the student's desired future are developed.

Also described are: the student body by age, academic history, and learning, psychiatric, drug- related or /maturity/ problems; the roles of full-time /tutor/s, /volunteer/ resource persons and Phase III community preceptors; and physical, resource, audiovisual and scientific facilities. The program's features are discussed under: learning to learn, grouping, organization of learning, use of aids, ways of developing social skills and self esteem, and the /behaviour/ patterns of students and tutors.

Phase III is fully described under: rotations, criteria and procedures for /placement/, preparation, goal setting, contacting placements, evaluation by preceptors, student groups and tutors, and written work involved. Benefits, /cost/s and potential uses for regular high schools are summarized; the experiences of the first group to participate in the phase are detailed in an extensive summary.

Appendices include: a 28-page students' guide to the school; examples of students' opinions of regular high school; information and documents on Phase III; discussion of the document prepared by the student as a basis for a letter of recommendation to college or university; and frequency and percentage tables comparing the outcomes of students in March 1976 with those of previous students by age, last school grade completed, primary problem on entrance, family status, residence, sources of referral, prior legal involvement, length of time in the program, months out of the regular school program upon entrance, drug use patterns on entrance and changes in drug use patterns.

Notes:
Contract title: An Experimental Secondary School Program for the Rehabilitation of Dropouts Who Have Used Drugs
(GC)

Contracting Institution: /Chedoke Hospitals/

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00628**

King, Alan J.C.; Warren, Wendy K.; Moore, J.; Bryans, G.; Pirie, J.

-- **Approaches to Semestering : Secondary School Organization : Some Current Alternatives.**

-- Toronto : /Ontario Ministry of Education/, 1977. -- 369 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/SECONDARY SCHOOL/S WITH /CREDIT/ SYSTEM

/Schedule/s: full-credit /semester/ division, half-credit semester division, /trimester/ division and mixed models. /Attitude/s of /parent/s, /student/s, and /teacher/s

ABSTRACT

Type of Study:
Descriptive

Purpose:
To determine the effects of various forms of semestering on teaching-learning experiences.

Sample:
20 full-credit semestered, 2 trimestered, 2 half-credit semestered, and 2 mixed-model secondary schools in Ontario. A selection of schools in Western Canada. Data collected 1971-76.

Methodology:
Students, teachers, and administrators in all the Ontario sample schools were given questionnaires. Data from 8 parent surveys conducted in 6 full credit semestered schools in 1971, 1973, 1974 and 1975 are summarized. An indepth study was conducted in eight of the schools by means of interviews, observation and analyses of student records. Teachers' responses to issues of semestering are tabulated and discussed by each subject. Current practices and patterns of semestering in the West are presented by province. Tables; graphs.

Findings:

1. There was little relationship between type of school organization and teacher or student satisfaction.
2. There was more support and /satisfaction/ in schools where teachers and students shared in the decision to introduce the new organizational mode, than in those where the decision was made unilaterally.
3. In full-credit semestered schools, average daily /attendance/ was better than the provincial norm; /dropout rate/s were slightly higher than in schools of three representative Ontario boards.
4. Full-credit semestering allowed faster accumulation of credits and a significant proportion of students took advantage of the opportunity.
5. 90% of teachers claimed they could cover their courses in the allotted time, but 50% felt the students had to do it too quickly; the greatest concern was evident among teachers of mathematics, modern languages, music, and science.
6. Teachers generally supported teaching for longer periods because they could teach in greater depth; some teachers were not taking full advantage of the opportunities to vary their methodologies.
7. The two trimestered schools differed substantially in teacher satisfaction, but student satisfaction was the same for both. Careful administrative procedures were necessary to ensure that appropriate courses were made available to students and that records were well maintained.
8. In both half-credit semestered schools teachers were generally satisfied with period length and type of organization, but there were differences in staff satisfaction on issues of morale and class size. Students were generally supportive, and nearly 60% of them obtained all their first choice of courses.
9. In the mixed model schools, the scheduling of students with first choice of courses was inhibited by the differences in course lengths. The major involvement of teachers in timetabling and the cooperation of the principal accounted for a high level of teacher satisfaction in one school; very low satisfaction in the other was partly caused by /class size/ problems.
10. The majority of senior secondary schools in Western Canada were full-credit semestered; there were major differences between the provinces with respect to the ways in which semestering was implemented.
11. Semestering was well accepted by parents, students, and educators in the West. Students and teachers preferred 60-65 minute periods to longer periods.

Conclusions:

1. The method of implementing any semestering program is more important for teacher and student satisfaction than the effects of the actual organizational change.
2. Students in full-credit semestered courses accumulate credits at a rate that indicates no dificulty with the form of school organization. Parents' reaction to semestering is generally favourable.
3. A mixed-model school can be successful, but it is difficult to sustain both teacher and student satisfaction.
4. Full-credit semestering is the most widely used form of organization in the West and is well accepted by parents, students and educators.

Special Features:
/Annotated bibliography/ -- 55 items

Tests Used in Research but not Included in Document:
/Questionnaire/s for students, teachers and administrators

(GC)

Contracting Institution: /Queen's University/

Other System: ED 140 399

Availability: MF - $2.00; HC - $5.00 from the Ontario Government Bookstore and OISE publication sales

PUBLISHED REPORT **ON00629**

Fischer, Linda; Cheyne, J. Allan

-- **Sex Roles : Biological and Cultural Interactions As Found in Social Science Research and Ontario Educational Media.**

-- Toronto : /Ontario Ministry of Education/, 1977. -- vi, 381 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/SEX ROLE/S
  Biological aspects
  Portrayal by /ETV/, Ontario Ministry of Education /curriculum//guideline/s and /teaching aid/s (/Circular 14/)
  /Stereotype/s. /Attitude/s of /teacher/s and reinforcement by /educational//policy/ and teachers
/SEX DIFFERENCE/S. /Children/
  related to /ability/, /achievement/ and /behaviour/

ANNOTATION

Part I of the report attempts to determine ways in which educators reinforce traditional sex role stereotypes. It examines /research/ and other writings about the attitudes and actions of teachers and administrators and school system policies based on stereotypes. Also reported is original research on the visibility of gender designation, the frequency of occurrences of females and males, the variety of adult models and the characteristics and behaviours attributed to males and females in: texts approved for Ontario schools, literature studied in grades 10-12; educational video; educational kits; and Ministry curriculum guidelines. An /annotated bibliography/ of 102 items is included. Appendices list: the activities and attitudes used in coding media; the 16 kits and 23 /videotape/s sampled; and the 377 books sampled from Circular 14.

Part II, 'The Search for Biological Origins of Sex Roles' reviews scientific literature examining sex differences in /physical/ /development/, specifically in the nervous and endocrine systems in infancy and puberty. Differences and similarities in behaviours between the sexes are discussed under: patterns of genital development; patterns of hormonal development; cerebral electrical activity; arousal mechanisms in infancy; sensory processing; motor abilities; and perception and cognition. A section describing an interactionist approach, examining evidence of sex role plasticity, discusses: hormones and cognition; sensory capacity and cognition; and stereotyping sex preference, and spatial perception. Included is a 27-item /bibliography/ with detailed abstracts of each document.

Part III examines current research in psychology investigating sex differences in basic dimensions of behaviour in young children, examines the consistency of sex differences within North American culture and attempts to determine the cross-cultural universality of differences. Differences and similarities in temperment and social behaviour are discussed under: the nature of aggression; dominance; compliance and conformity; sociability; activity level; and fearfulness and timidity. Differences and similarities in abilities and achievement are discussed under: perception, learning, memory and general intellectual abilities; spatial abilities; and creativity. Includes an annotated bibliography of 94 items.

(GC)

Related Records: ON00692

Contracting Institution: /University of Waterloo/

Other System: ED 150 077

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT **ON00630**

Lokan, Janice J . Stotsky, David M.

-- An Analysis of Early Predictors of Reading Performance.

-- Ottawa. /Ottawa Board of Education/. Research Centre. 1976. -- 74 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/READING ACHIEVEMENT/. /Student/s. /Elementary school/s
/Prediction/ by /test/s -- Study regions: /Ottawa/ -- Study examples: grades 1 and 4

ABSTRACT

Type of Study:

Descriptive

Purpose:

To identify the best predictors of reading performance in the early years of elementary school; to find out how other variables may affect the predictors.

Sample:

1,073 students who entered /grade 1/ in September 1972 and were still attending Ottawa Board of Education schools in September 1975; schools selected by stratified random sampling. Data collected 1972-1975.

Methodology:

A battery of cognitive and non-cognitive tests was administered to students at the beginning and end of grade 1. Information on students' home and /family/ /background/, /school/ /environment/, and /community/ environment was collected. The Gates-MacGinitie Primary C reading test was administered early in /grade 4/. Data were analyzed by crosstabulation, correlation, and multiple regression. In order to examine the effect of two variables, the population was divided on the basis of /father/'s /education/ and student body achievement; separate analyses were conducted. Tables.

Findings:

1. Reading performance at the end of grade 1 was the most important single predictor of reading performance in the early years of elementary school.
2. General student /ability/, family background, student /peer/s, grade 1 teacher, and community of /residence/ were also strongly related to reading performance.
3. Prediction by subgroup was not significantly more accurate; the effect of these two variables on reading performance in the early years was inconclusive.

Conclusions:

The findings of this study, particularly those derived for subsamples, need to be crossvalidated.

Special Features:

1. /Bibliography/ -- 14 items
2. Bibliography of Selected Research Reports

Tests Used in Research but not Included in Document:

/Gates-MacGinitie Reading Test/, Primary C

(MH)

Contracting Institution: Ottawa Board of Education

Availability: MF - $1.00, HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00631**

Hedges, H.G.; Andrews, Helen

-- A Basic Thinking Skills Tutoring Project : (A Report of a Grade 13 Tutoring Model Employing a Hierarchy of Thinking Skills).

-- St. Catharines : /Ontario Institute for Studies/ in Education, Niagara Centre, 1976. -- 59 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/THINKING/ /SKILL/S. /Student/s. /Kindergarten/
  /Cross age/ /teaching/ by /grade 13/ students -- Study regions: /Hamilton/ -- Study examples: /Elizabeth Bagshaw P.S./ and /Sir Wilfrid Laurier S.S./

ABSTRACT

Type of Study:
Pilot; Descriptive

Purpose:
To give instruction in basic thinking skills to kindergarten students and to provide experience for grade 13 students in testing, observing, and recording theories and concepts in /child development/.

Sample:
Self-selected grade 13 students enrolled in the course 'The Canadian Family in Perspective' at Sir Wilfrid Laurier S.S. in Hamilton. Kindergarten students of an interested teacher at Elizabeth Bagshaw P.S. Data collected 1975-76.

Methodology:
Both schools operated in the same building, making for ideal accessibility. The Basic Thinking Skills program was developed, providing an opportunity for the grade 13 students to test Piaget's theory of /mental development/ as tutors. Tutors received training in a series of academic topics as well as in procedures for each experiment or basic skills sequence. Tutorial classes, on a one to one basis, were scheduled during mornings of one week and afternoons of the following week, from October to May. The grade 13 teacher was responsible for program coordination, tutor training, and the planning of tutorial sessions. Tutors recorded the results of each experiment and prepared progress summary reports for each tutee at the completion of a series of sessions. Tutor commitment was measured by comparing attendance patterns with students in other classes of the same grade 13 course. The kindergarted teacher prepared a written evaluation of the program. Tables.

Findings:
1. Tutors frequently expressed satisfaction with the program both in and out of class.
2. Tutors had better average student attendance records than other grade 13 students.
3. The kindergarten teacher felt that the thinking skills program helped her students in many areas; working on a one to one basis was ideal.

Conclusions:
1. The program does provide course relevance and experience in fundamental research skills.
2. The tutors' commitment to the program as measured by their attendance, enthusiasm and interest indicates that they perceive the /tutoring/ role to be a valid, responsible one.
3. From the kindergarten teacher's observations, the program appears to be beneficial to the students; it should be continued and include more tutoring sessions.

Special Features:
1. /Bibliography/ -- 23 items
2. /Literature review/ -- pp. 2-8

(GC)

Related Records: ON00566

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT ON00632

Dilling, Harold John; Guthrie, M. Lynn

-- Early Reading and Appropriate Teaching Strategies : A Further Look.

-- Scarborough : /Scarborough Board of Education/, 1976. -- 118 p. --(Ministry of Education, Ontario. Grants in Aid of Educational Research)..

SUBJECT

/READING/. /Curriculum/ subjects. /Grade 1/. /Scarborough/
/Program/s and /teaching method/s

ABSTRACT

Type of Study:
Descriptive

Purpose:
To relate elements of grade 1 programs to teaching time and reading achievement.

Sample:
A modified random sample of 1,112 grade 1 /student/s in 49 classes; 49 grade 1 /teacher/s. Data collected 1975-76.

Methodology:
Batteries of /reading readiness/ and /reading achievement/ tests were administered. Teachers recorded time spent on 7 reading and reading related skills over a 15-day period; teachers were observed for 6 hours over a 7 week period and instructional activities were counted. Hierarchical regression analysis of data for 908 students in 45 classes was undertaken. Standard deviations, means and ranges are tabulated.

Findings:
1. Students spent most time on phonics-linguistics (24 minutes per day) and the least on composition (7 minutes) and interpretation (4 minutes).
2. Between class differences (e.g., teaching styles) influenced variations in time spent on each area more than twice as much as within class differences (e.g., individual needs of students).
3. Skill acquisition and reading practice received about 100 counts per hour, modelling about 13 counts.
4. Increased time spent on word recognition and phonics-linguistics corresponded to a decrease in posttest scores; an increase in comprehension and interpretation time corresponded to an increase in scores.
5. /Phoneme/s, lower case /letter/ names, learning rate and numbers subtests were all good predictors of reading achievement.
6. High achievers (HAs) on readiness tests enhanced their posttest scores on word reading and paragraph meaning if much time was devoted to comprehension, interpretation and composition; low achievers (LAs) on readiness tests enhanced posttest scores if much time was spent on word recognition and /phonics/.
7. Time spent on areas beneficial to HAs actually reduced LAs posttest scores; the converse was true for HAs.
8. Meaning and reading practice activities were significant predictors for paragraph meaning; meaning was significant for word reading.

Conclusions:
1. The Murphy-Durrell Reading Readiness Analysis supplemented by the numbers subtest of the Metropolitan Reading Readiness Test are recommended for /grouping/ students and providing teachers with a reliable guide for strategy.
2. An increase in time spent on /comprehension/ and interpretation activities is recommended; average counts for meaning and practice reading activities should be increased with time spent on various areas tailored accordingly.
3. Students should be seperated according to reading readiness scores.

Special Features:
/Bibliography/ -- 11 items

Tests Included in Document:
/Syntax Matching Test/

Tests Used in Research but not Included in Document:
/Metropolitan Readiness Test/, Numbers Subtest; /Murphy-Durrell Reading Readi/ness Analysis; /Stanford Achievement Test/ (Primary 1, Form W); Time Accounting System; Classroom /Observation Schedule/

(GC)

Related Records: ON00146

Contracting Institution: Scarborough Board of Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00633**

Burnham, Brian; Murphy, Joseph

-- **Measuring the Moral Reasoning Power of Elementary School Students : A Report of a Two-Year Study.**

-- Aurora : /York County Board/ of Education, 1976. -- 171 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/MORAL/ /DEVELOPMENT/. /Student/s. Schools
  /Test/s: Important Considerations Survey. Development and evaluation -- Study regions: /Hamilton/, /North York/, /Scarborough/, /Halton County/ and /York County/ -- Study examples: /grades 5-13/
MORAL DEVELOPMENT. Students. /Elementary School/s
  /Evaluation/ by /Dilemma Discussions Project/ -- Study regions: York County -- Study examples: /grades 4-6/
/MORAL EDUCATION/. /Curriculum/ subjects. Elementary Schools
  /Teaching method/s: /role playing/ -- Study regions: York County -- Study examples: /grade 2/ and /grade 4/

ABSTRACT

Type of Study:

Methodological; Discursive

Purpose:

To develop more appropriate means of determining the moral reasoning power of elementary school students for purposes of instruction and evaluation.

Sample:

I. Over 2,200 grades 7-13 students in Scarborough, North York, Halton, and Hamilton Boards of Education; over 400 grades 5-8 students in York County. II. Grades 4-6 classes at 2 York County schools. III. 84 grade 2, and 56 grade 4 students at 1 school. Data collected 1974-76.

Methodology:

Versions of two forms of the Important Considerations Survey (ICS) were developed, pilot tested with Sample I students and refined. Form A had an open-ended format, form 78FC a forced choice format. The ICS background and underlying propositions are described, as are the moral stages involved, different formats, scoring procedures, test administrators' directions and tentative norms derived from pilot tests. Also outlined are: the Dilemma Discussions Project in which student-developed dilemmas were discussed by sample II students; and the Role Playing Project in which sample III students were assigned to groups, to determine if the sociodrama experience would help students develop a more mature, de-centred moral position. Semistructured interviews were used to assess moral reasoning levels and social perspective thinking levels in the latter project.

Conclusions:

1. Although its use as an evaluation instrument has not been fully explored, some evidence of the reliability and validity of the ICS has been established and it seems well suited to values education programs where students are expected to look at situations where values conflict, where alternative actions are possible and where the consequences of action need to be considered.
2. A semi-structured classroom /observation schedule/ is being explored for use with dilemma discussions.
3. The thesis that moral reasoning levels and social-perspective-taking level can be influenced by role playing was not supported. The time required for interviews poses serious problems, but insights gained from the role playing project should help the development and refinement of a measurement tool.

Special Features:

1. /Bibliographies/ -- 6 items and 41 items
2. /Literature review/

Tests Included in Document:

/Important Consideration Survey/, Forms A and 78FC

Notes:

A Survey Manual for the 'Important Considerations Survey' is also issued separately.

(GC)

Contracting Institution: York County Board of Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00634**

Chulvat, John A.

-- An Investigation of Programs and Performance of Gifted Students in Segregated Enrichment Classes and Integrated Regular Stream Classes.

-- Burlington : /Halton Board of Education/, 1976. -- 72 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/GIFTED/ /STUDENT/S. /Elementary school/s

/Ability/ /grouping/ in /enrichment/ /class/es. Effects on /academic achievement/, /attitude/s to learning, /creativity/, /reading habit/s, /security/ and /self concept/ -- Study regions: /Halton County/ -- Study examples: /Grade 5/ -- Comparisons with gifted students in /regular/ classes

ABSTRACT

Type of Study:

Comparative; Longitudinal

Sample:

84 gifted grade 5 students (S) in 3 segregated classes in 1973-1974; 87 gifted grade 5 students (I) in 40 classes in 1974-1975; 57 grade 5 students (C) with IQs of 120, but who failed to meet all criteria for gifted designation, in 30 classes. Data collected 1974-75.

Methodology:

Test battery was administered to all students; teachers rated students on 6 traits; 50 S, 87 I and 54 C students were interviewed individually. Analyses of variance between and within classes; t tests; F ratios. Tables of means and percentages.

Findings:

1. I students had statistically significant advantages in IQ and basic skills scores.
2. I students scored significantly higher on measures of self concept, mode of instruction, attitude towards learning and creative fluency and flexibility.
3. Over 1 year and 3 months, S students advanced significantly more grade equivalents than I students did in /vocabulary/ /reading comprehension/ and /mathematics/ concepts.
4. I students performed significantly higher than C students on vocabulary, reading comprehension, mathematics concepts, attitudes towards learning and schooling, creative originality, and mature dependent security and deputy agent categories of the security test.
5. I students were rated higher on all measures by their teachers than S students were by their teachers.
6. A higher percentage of S than I or C students: named math as their favourite subject; reported interesting classroom materials for free-time use; participated in numerous field trips; reported presenting more projects or interest talks over the year; felt they spent more time on their projects than their friends; copied information for projects; named a classmate as their best friend; and did not see their best friend outside class.
7. I students spent the most time reading in free time periods and read more books at home and at school than S or C students did.

Conclusions:

Programs for the gifted should be designed around specific objectives, be provided with administrative arrangements and resources to meet the objectives and be evaluated regularly.

Special Features:

1. /Bibliography/ -- 15 items
2. Discussion of the term 'gifted' and Halton County /screening/ criteria

Tests Included in Document:

/North York Self Concept Invent/ory, /School Sentiment Index/; /Institute of Child Study Secur/ity Test (Elementary Form); /Torrance Tests of Creative/ Thinking; /Teacher Rating Scale/

Tests Used in Research but not Included in Document:

/Canadian Tests of Basic Skill/s

(GC)

Contracting Institution: Halton Board of Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00635**

Grapko, Michael F.

-- **The Effect of Feedback of Children's Behaviour Preference Scores on Teacher Assessment of Pupils.**

-- Burlington : /Halton Board of Education/, 1976. -- 30, 34 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/SELF EVALUATION/. /Student/s. /Elementary school/s
related to /evaluation/ by /teacher/s -- Study regions: /Halton County/ -- Study examples: /Grade 5/

ABSTRACT

Type of Study:

Experimental; Comparative

Sample:

Regionally representative sample of 60 grade 5 teachers and 1,854 grade 5 students at 38 schools of the Halton Board of Education. Data collected 1974-75.

Methodology:

Teachers and students were randomly assigned to 1 experimental (E) group and 2 control groups (C1 and C2). Teachers used the Pupil Rating Form (PRF) to assess students; student self assessment was derived from the Institute of Child Study Security Test (ICSST). In the E group, feedback on the relationship between teacher and student self-assessment scores was given to teachers for both the pretest and posttest. C1 teachers received feedback on the posttest only. For the C2 group there was no initial testing and, after later testing, no feedback was given to teachers. Correlation coefficients on nine variables were calculated for teacher and student assessment scores to provide teacher agreement (TA) scores. Frequencies, percentage, means.

Findings:

1. There were no significant differences between E and C1 teachers' means from the intitial test and rating session.
2. Between the pre and posttest, there was an increase of 10% in total TA scores for E teachers and an increase of 52% for C1 teachers.
3. Stability coefficients for ICSST and PRF suggested that students were more likely to change their responses than teachers were to change their ratings.
4. There was no clear effect between TA scores and the length of time between tests that teachers had contact with students.
5. C2 group's scores did not provide evidence of a practical effect for C1 teachers.
6. On the initial testing, TA scores for all groups were higher for /achievement/ traits than for /behaviour/ traits. E's TA scores increased 61% for performance, and 87% for behaviour traits.
7. Only E showed evidence of a generalization effect, partly supporting the hypothesis that teachers receiving feedback will show higher TA scores when rating new classroom populations. Results for C1 did not support the hypothesis.

Conclusions:

1. Increased information about students appears to improve the correlation between teachers' reports of their students and the students' reports of themselves.
2. This TA variable may prove useful in measuring the success of /inservice/ and other teacher education programs and may also be helpful in measuring teachers' /attitude/s, characteristics, and education.

Special Features:

1. /Bibliography/ -- 18 items
2. /Literature review/

Tests Included in Document:

/Pupil Rating Form/; /Institute of Child Study Secur/ity Test, Elementary Form

(GC)

Contracting Institution: Halton Board of Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00636**

Croft, John C.

-- Organization Development for Innovation.

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Administration, 1976. -- 135 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/ORGANIZATIONAL DEVELOPMENT/

Applications in facilitation of /innovation/ in /school/s

ABSTRACT

Type of Study:

Descriptive

Purpose:

To explore applications of the strategies and techniques of organizational development (OD) to the process of innovation in schools.

Sample:

88 /trustee/s, directors, /principal/s, /vice-principal/s, /teacher/s, /consultant/s and other staff members of the /Lincoln County Board/ of Education. Data collected 1972.

Methodology:

During the project's first phase, discussions were held with the Lincoln and Hastings County Boards regarding field testing of OD techniques, and a /workshop/ was organized for Lincoln County Board members; evaluation and self-satisfaction questionnaires were administered to participants. In the second phase, OD procedures and literature were reviewed.

Findings:

1. The 69 respondents rated the workshop organization as excellent (6), good (25), weak (29), or poor (4). The program was rated as very interesting (4), good (30), fairly interesting (21), or uninteresting (8); extremely relevant (5), relevant (24), not very relevant (20), or not relevant (11). 10 participants were intensely involved, 35 were very involved, 16 mildly involved and 5 not involved at all.
2. The exploration phase was suspended when it became apparent that likely clients had neither the time nor the energy nor the resources to participate.

Conclusions:

To give schools the ability to anticipate and deal with organizational problems wrought by innovations, cadres of organizational specialists should be formed, made up of people already working in other positions in the school system. The cadres would act as part-time consultants, offering methods of precipitating change and stabilizing new patterns.

Special Features

1. /Bibliography/ -- 6 items
2. Appendices include: workshop reports, planning committee materials and questions and answers written by workshop groups

Tests Included in Document:

Self-made /questionnaire/s

(GC)

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

Published Report **ON00637**
Eastabrook, Glen; Fullan, Michael
-- School and Community : Principals and Community Schools in Ontario.
-- Toronto : /Ontario Ministry of Education/, 1978. -- xvi, 365 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/SCHOOL/S
  /Communication/ with /parent/s
  /Community involvement/
  /Principal/s. Role in community involvement in schools
/COMMUNITY/ SCHOOLS
  Organization and functions -- Study regions: /Ontario/

ANNOTATION

The report gives a description and analysis of various aspects of the relationship between schools and communities in Ontario. Part 1 is a report of a survey administered to over 1,000 principals selected to represent all principals in the province as well as subgroups of elementary, secondary, public, separate, English, French, rural and urban schools and both male and female principals. School and community /characteristic/s and principals' characteristics are described.

The nature and extent of community related activities are described under: communication with parents, /curriculum/, use of /facilities/, school-community organizations and community participation in decision-making. The principal's /role/ is discussed under actual and ideal time allocation, assistance, constraining factors, problems, involvement with parents and the community and supportive factors for and barriers to community involvement. Differences for /urban/-/rural/ schools and by /sex/ of the principal are also presented.

Part 2 reports on a second survey administered to over 300 community schools identified by directors of education at 110 boards of education. Described are the nature and characteristics of community schools, the history and origins of /program/s, organization, staffing, funding and relevant issues. Discussed under /activities/ are: parent and community volunteers, advisory committees, children's recreational programs, adult programs, accessible school areas, special services, community work and neighbourhood improvement programs. Also presented are three case studies giving an account of community school programs developed at a suburban elementary, a rural elementary and an urban secondary school.

Part 3 discusses the implications of the studies for schools and communities under: leadership and support, board guidelines, goals, formalization, staff support, communication, participants, funding, community control and the community and the school. The duties of the principal as outlined in legislation are included in an appendix. Also included is a 48-item /bibliography/.

Tests Included in Document:
Self-made /questionnaire/

(GC)

Related Records: ON00689

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: MF - $2.00; HC - $4.00from the Ontario Government Bookstore and OISE Publication Sales

FINAL REPORT (MINISTRY) **ON00638**

Virgin, Albert E.; McCatty, Cressy A.M.

-- High School Drop-Outs : Characteristics of Their Post-School Learning and Their Perceptions of Why They Left.

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1976. -- 85 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/DROPOUT/S. /Secondary school/s

Reasons for dropping out

/Academic/ /aspiration/s and /post-school/ /education/ -- Study regions: /North York/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To determine the extent and some of the /characteristic/s of /learning/ undertaken by dropouts from the conventional educational system.

Sample:
70 /male/s and 71 /female/s who had dropped out of North York secondary schools during 1973-74 and who had been out of school for a minimum of one year and a maximum of two.

Methodology:
Open-ended interviews were held. Data were subjected to chi square analysis and, when appropriate, crosstabulations. Percentage tables and figures; measures of central tendency.

Findings:

1. 34% of the learning projects were in Hobbies and Recreation, 24% in Vocational, 30% in Personal Development and Home and Family Life, and 10% in Academic and General Education, Current Events and Religion.
2. About seven times as many noncredit as credit learning projects were undertaken. Learner- alone planning accounted for 51% of all projects, one-to-one planning for 21%, mixed planning for 15%, group planning for 11%, and inanimate planning for 2%.
3. At least 45% of self-planned projects employed personal observation and practice, consulting others, and-or books.
4. The learner-planned method was the most popular in all subject areas except vocational (split between learner-planned and one-to-one methods) and academic (split between learner- planned and group-planned methods).
5. Reasons given most frequently for choosing a learner-alone method were personality of learner, enjoyment, and expertise of learner in subject matter; over 50% cited availability of teacher or job related reasons for choosing a one-to-one method; a group-planned activity was most frequently chosen because of group attraction (36%) or pressure by an individual (15%).
6. 43% reported attitudinal and school-related factors influenced their decision to quit school; 21% cited personal needs; 4% cited marks. Of school-related factors, school environment and teachers were cited by 62% and 58%, respectively.
7. A majority rated their school experience as 'so-so'. Slightly more students rated high school negatively than positively.
8. 20% of females and 27% of males reported they would consider returning to school.

Conclusions:

1. Dropouts participate extensively in learning, judged by either number of projects or hours of participation. A great diversity of interest exists with respect to the subject matter areas.
2. Obtaining a credit was not a strong motivating factor.
3. The four major reasons for leaving school were: /teacher/s; school was a waste of time; school was /boring/; and the /school/ /environment/.
4. A small relationship appears to exist between /sex/ and which factors influenced the decision to leave school.

Special Features:
/Bibliography/ -- 23 items

Tests Included in Document:
Self-made /interview schedule/

(AUT)

Contracting Institution: North York Board of Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00639**

Ontario. Ministry of Education ; Ministry of Colleges and Universities.
-- **Secondary-Post-Secondary Interface Study : Summary Report.**
-- Toronto : /Ontario Ministry of Education/ , /Ontario Ministry of Colleges/ and Universities, 1976. -- 136 p. *in various* pagings. (-- /Secondary-post-secondary inter/face study ; summary report) (Ministry of Education and Ministry of Colleges and Universities, Ontario. Contractual Research).

SUBJECT

/SECONDARY SCHOOL/S
Interface with /community college/s and /universities/ -- Study regions: /Ontario/

ANNOTATION

This summary volume presents short accounts of the 4 projects of the interface study which began as a result of the Ministries of Education and Colleges and Universities' joint review of /policies/ affecting the interface between secondary and postsecondary education.

Project I: /Role/s and /Responsibilities/ of /Secondary/ and post-Secondary Institutions is an opinion survey assessing how secondary and /postsecondary/ /educational/ /institution/s are perceived by the public, /student/s and /educator/s. Opinions about universities, Colleges of Applied Arts and Technology and secondary schools are organized under: goal definition; goal achievement; overall assessment of the system; /attitude/s to students; attitudes to finance and communication; structure; course and content /evaluation/ methods; and attitudes to remedial /course/s.

Project II: Nature of Students measures /academic achievement/ for /grade 12/ and /grade 13/ student samples in a common set of tests. Results in language, physics, and mathematics tests are related to marking standards, student characteristics, and school characteristics. Findings are organized separately for Anglophone and Francophone students. Grade 12 and 13 levels are compared. A survey of a group of first year university student records provides data for testing grade 13 marks as predictors of university grades.

Project III: Nature of Programs examines course material on both sides of the interface. The project describes similar courses on each side of an interface and relates course similarity to students and educators. The report deals with the grade 12-College of Applied Arts and Technology interface and the grade 13-university interface. Material is organized by subject.

Project IV: Interproject Analysis: /Program/s and Student Achievement at the Secondary-Post- Secondary Interface brings the data about students and programs from Projects II and III together to identify gaps and duplications in the educational system. The project attempts to clarify the ways in which program characteristics relate to both the student's performance and expected performance. Findings are discussed by subject, grade level, and test instrument.

Notes:
1. Summary report prepared by Ministry of Education and Ministry of Colleges and Universities.
2. French version entitled: Etude sur la transition du niveau secondaire au niveau postsecondaire: rapport sommaire.

(JG)

Related Records ON00640; ON00641 ON00642; ON00643; ON00645; ON00652; ON00653; ON00654; ON00655; ON00656; ON00657; ON00658

Availability: MF - $0.75; MF en français - $0.75; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT **ON00641**

Traub, Ross; Wolfe, Richard G.; Wolfe, Carla; Evans, Peter; Russell, H. Howard

-- **Nature of Students : Volume I.**

-- Toronto /Ontario Institute for Studies/ in Education, 1976. -- 319 p. in various pagings. (-- /Secondary-post-secondary inter/face study ; project II) (Ministry of Education and Ministry of Colleges and Universities, Ontario. Contractual Research).

SUBJECT

/ACADEMIC ACHIEVEMENT/. /English speaking/ /student/s and /French speaking/ students. /Secondary school/s related to /academic/ /aspiration/, choice of /subject/s, and /socioeconomic/ /characteristic/s -- Study regions: /Ontario/

/GRADE 13/
Students. Academic achievement related to subsequent academic achievement -- Study regions: Ontario

ABSTRACT

Type of Study:
Comparative

Purpose:
To compare the performance of secondary school students as measured by standardized achievement /test/s and educators at local schools; to determine the background and performance of various students; to assess the predictive validity of grade 13 marks for success in university.

Sample:
About 6,000 Anglophone and 1,500 Francophone students at a selected sample of 60 Anglophone and 15 Francophone schools in Ontario, reduced to 53 Anglophone and 14 Francophone students for final analyses. 1,290 first year students at 11 universities. Data collected 1976.

Methodology:
The Secondary School Graduation Diploma (SSGD) and Secondary School Honour Graduation Diploma (SSHGD) survey was based on a set of standardized tests measuring achievement in English, French, physics, and mathematics for Anglophone students, and français, anglais, physique, mathématiques for Francophone students. Not all students wrote all tests. Some were grade or subject related. All completed a questionnaire. For the university student group, data on background, secondary school marks, and university marks were obtained from records at the Ontario Universities Application Centre, and from relevant universities.

Findings:
1. Among Anglophones, the SSHGD students, especially those planning /postsecondary/ /education/, outperformed SSGD students on English /evaluation/s. Among SSGD students, those continuing secondary school did best on average on English and mathematics tests. The poorest average test performance was turned in by the SSGD group intending to leave school. Francophones followed the same pattern.
2. In both language groups, the typical SSHGD student planning postsecondary education took 5 advanced level courses in traditional subjects each year of secondary school and one English or français credit.
3. SSHGD and SSGD students who intended to continue their education had parents with more formal education and better jobs than parents of students with other plans.
4. SSHGD students not planning further education took one English or français credit each year, but fewer advanced level courses and fewer traditional courses.
5. SSGD students planning to take grade 13 or pursue postsecondary training took more traditional academic courses than those leaving school.
6. On the English test, written by all Anglophone students, rank order was SSHGD planning further education, other SSHGD, SSGD returning to SSHGD, SSGD planning postsecondary education, SSGD planning to work.
7. 1976 Anglophone mathematics test results were comparable to 1968; physics results had declined since 1970.
8. Among Francophones, females predominated in every group except SSGD students not continuing their education.
9. A sizeable number of Francophone students would have taken postsecondary education if it were available in French.
10. In schools where students did poorly on achievement tests, teachers tended to award low marks; in schools where achievement test scores were high, teachers tended to award high marks. In neither case was the tendency statistically strong.

Conclusions:
In answer to public concern over /standard/s, Project II's results indicate that most Anglophone students take 1 English course each year and Francophones, one français credit. There is a positive indication for Anglophones that mathematics standards are consistent. Physics standards have declined since 1970, possibly due to fewer hours of instruction.
/Marking/ variations in schools can affect a student's provincial standing and acceptance into a postsecondary institution. The variation is not large or consistent.

Grade 13 average marks can predict university achievement as accurately as departmental examinations once did.

Special Features:
/Bibliography/ -- 15 items

Tests Used in Research but not Included in Document:
/Canadian Scholastic Aptitude/ Test; /Canadian Test of English Lan/guage; /Reading Comprehension and La/nguage Achievement Test; Test de compréhension en lecture et de la connaissance, (anglais and français); test de français: langue d'enseignement; /Physics Achievement Test/; self made /questionnaire/ and tests

(JG)

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00642

Traub, Ross, Wolfe, Richard G.; Wolfe, Carla, Evans, Peter, Russell, H. Howard; Wayne, Katherine

-- **Nature of Students : II.**

-- Toronto /Ontario Institute for Studies/ in Education, 1976 -- v, 495 p. (-- /Secondary- post-secondary inter/face study project II) (Ministry of Education and Ministry of Colleges and Universities, Ontario. Contractual Research).

SUBJECT

/ACADEMIC ACHIEVEMENT/. /English speaking/ and /French speaking/ /student/s. /Grades 12-13/ in /English/ /language/, /French/ language and /mathematics/ -- Study regions /Ontario/ -- Comparisons with first year /university student/s

ANNOTATION

The report presents data from an analysis of the achievement of grades 12 and 13 students as measured by common tests and school marks and as compared to the achievement of a sample of first year university students. Test content is described and notes on test appraisal and technical issues presented.

Also discussed are: the basis of classifying university courses; procedures and applications of equating scores on both forms of the test of Reading Comprehension and Language Achievement (English) and le test de compréhension en lecture et de connaissance de la langue (français); and procedures for scoring essays. Included are: a detailed analysis of written work by a sample of grades 12 and 13 Franco-Ontarian students (analyse detaillée des travaux écrits d'un échantillon d'élèves franco-ontariens de 12me et 13me années); the student questionnaire; tables of statistics for the study of factors related to school achievement; and tables of statistics referred to in Volume One's subsections on the university survey and on marking standards of the surveys of Anglophone and Francophone students.

Tests Used in Research but not Included in Document:

Self-made tests of English for Anglophones, tests of French for Francophones; tests of French as a Second Language; Test de Connaissance de la Langue (Anglais); Physics Achievement Test; Mathematics Achievement Test; Test of Arithmetic and Basic Algebra; Test de Rendement en Mathématiques; Test d'Arithmtique et d'Algèbre de Base

(GC)

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.25; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00643**

Russell, H. Howard; Wolfe, Carla; Evans, Peter; Wolfe, Richard G.; Traub, Ross; King, Alan J.C.
-- Programs and Student Achievement at the Secondary-Postsecondary Interface : Interproject Analysis.
-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- xxix, 397 p. (-- /Secondary-post-secondary inter/face study ; interproject analysis) (Ministry of Education and Ministry of Colleges and Universities, Ontario. Contractual Research).

SUBJECT

/ACADEMIC ACHIEVEMENT/. /English speaking/ and /French speaking/ /student/s. /Grades 12-13/
In /English/, /French/, /mathematics/ and /physics/ related to achievement expected by /secondary school/, /community college/ and /university/ /teacher/s -- Study regions /Ontario/

ABSTRACT

Type of Study:
Comparative

Purpose:
To combine data from Project II on the nature of students and Project III on the nature of programs to determine how program characteristics at the secondary and postsecondary levels relate to student performance and the expectations of student performance held by teachers at the 2 levels.

Sample:
A probability sample framed to include schools varying in size and location was made for Projects II and III. 60 Anglophone and 15 Francophone schools were selected and sample of students and programs was made. 15 Colleges of Applied Arts and Technology (CAAT) and 11 universities were included. Data collected 1968-1976.

Methodology:
A battery of standardized and self-made tests measured student performance in English, mathematics, physics, French, francais and anglais. Results were compared with results from previous years. For each test, 2 Test Appraisal Inventories were completed by secondary and postsecondary instructors; course description questionnaires were also administered. Data from the two projects were merged in all subject areas by means of topic tables which included test items related to the topic.

Findings:
1. Postsecondary teachers consistently reported a lower level of competence than secondary teachers.
2. For grade 13 students, basic mathematics skills were relatively stable over the 8 years of the tests' administration. Calculus, and algebra were not covered by the tests, and gaps were apparent in relations and functions. For grade 12 students, the discrepancy in actual and expected student achievement was high.
3. Physics test results showed a slight decline in skills from 1970 to 1976. There were a substantial number of gaps between actual and expected knowledge at the upper secondary and university levels.
4. English reading, language, and writing showed a good fit between teacher expectations and performance, although CAAT teachers' reading expectations were too high. Two concerns were the frequency of errors in conventions and the dullness of much writing.
5. French as a /second language/ showed a good fit between teacher expectations and performance; reading and listening were well handled, but writing and speaking, while adequate, showed high variability in scores.
6. Francais results showed a significant difference in grades 12 and 13 vocabulary scores, attributed to the low scores of grade 12 students intending to leave the system; grammatical errors were high for all students.
7. Anglais test results indicated quite adequate reading ability; writing ability was less so but was not unacceptable. Great variance occurred in scores, with low scores common at the grade 12 level.

Conclusions:
1. The students passing through the interface are as well educated and as well prepared in basic skills as earlier generations of Ontario students, and comparable groups in other countries.
2. Gaps, duplications and other anomalies are evident in all subject areas.
3. Available tests are inadequate for measuring student performance throughout the domain of their studies; the development of tests to measure performance at the end of secondary school should be given high priority.
4. Many problems at the interface are not new; most that are new are directly related to the increased numbers of students at all levels.
5. Common problems and standards need to be defined at both levels.

Tests Used in Research but not Included in Document:
/Ontario Mathematics Achieve/ment Test; /Ontario Physics Achievement/ Test; /Canadian Scholastic Aptitude/ Test; /Canadian English Achievement/ Test; /Canadian Test of English Lan/guage; self-made /test/s

(JG)

Related Records: ON00641; ON00642; ON00645; ON00652

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.75; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional *Offices, or the Ministry Library, Mowat Block, Toronto*

PROCESSED REPORT **ON00644**

Widdop, Valerie A.

-- **The Effects of a Programme of Gymnastics, a Programme of Swimming Activities, and a Programme of Gymnastics-Swimming Activities on the Physiological Indices of Asthmatic Children, the Perceptual-Motor Skills of Children with Learning Disabilities, and the Social Behavior of Retarded Children : The Effects of Swimming, Gymnastics, and Combined Programmes on Selected Measure of Asthmatic, Perceptually Handicapped, and Retarded Children.**

-- Thunder Bay /Lakehead University/, 1976. -- 40 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/ASTHMATIC/ /STUDENT/S. /Elementary school/s
  /Breathing/ capacity. Effects of /physical education/ programs: /exercise/ and /swimming/
/PERCEPTUALLY HANDICAPPED/ STUDENTS. Elementary schools
  /Visual perception/. Effects of physical education programs: exercise and swimming
/TRAINABLE/ /MENTALLY HANDICAPPED/ STUDENTS. Elementary schools
  /Social/ /development/. Effects of physical education programs: exercise and swimming

ABSTRACT

Type of Study:
Experimental; Comparative

Sample:
99 students: 32 asthmatic (AS), aged 6-11 years; 37 with /learning disabilities/ (LD), aged 5- 11 years; and 30 trainable retarded (TR), aged 6-12 years. Data collected 1975-76.

Methodology:
An auto-spirometer was used to determine the forced vital capacity and forced expiratory volume of AS students; the Marianne Frostig Developmental Test of Visual Perception was administered to LD students; homeroom teachers completed the Cowell Social Behavior Scale for each TR student. Three activity programs were designed: group A followed a combined gym-swim program; group B followed a swim only program; group C (control) followed a regular gym program. Students in each category were randomly assigned to any one of the three groups. Tests were repeated at the end of programs. Analysis of covariance; tables.

Findings:
1. In the forced expiratory volume test, AS students in group A had much greater gains than those in groups B and C; group A also showed significantly higher gains than group C in the forced vital capacity test.
2. In subtest 1 of the Marianne Frostig Developmental Test of Visual Perception, LD students in group A showed significantly higher gains than those in Group C; in subtests 3 and 4, group A had higher gains than groups B and C; in subtest 5, groups A and B had higher gains than group C.
3. On the Cowell Social Behavior Scale, TR students in group A had greater gains than those in groups B and C.

Conclusions:
The gym-swim program was generally the most beneficial to the impaired students, especially those with learning disabilities.

Special Features:
1. /Literature review/, pp. 4-19
2. /Bibliography/ -- 55 items
3. Brief outline of activities for each atypical group

Tests Used in Research but not Included in Document:
Test for forced vital capacity; Test for forced expiratory volume; /Marianne Frostig Developmental/ Test of Visual Perception; /Cowell Social Developmental/ Scale

(MH)

Contracting Institution: Lakehead University

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00645**

King, Alan J.C.; Clements, John L.; Crawford, Douglas H.; Good, Harold M.; Lapierre, Andre; Macintosh, Donald; MacNab, Sandra Z.; Revill, Alan D.; Russell, H. Howard; Stroud, Thomas W.F.; Warren, Wendy K.; Wilson, Ian A.

-- Nature of Programs : I. Continuity and Diversity of Courses.

-- Kingston : /Queen's University/, 1976. -- 775 p. in various pagings. (-- /Secondary-post- secondary inter/face study ; project III) (Ministry of Education and Ministry of Colleges and Universities, Ontario. Contractual Research).

SUBJECT

/ADMISSION CRITERIA/. /Student/s. /Community college/s and /universities/

/GRADE 12/ AND /GRADE 13/. /English/ /language/, /French/ language and /bilingual/ /secondary school/s /Curriculum/ subjects: English, French, /history/, /mathematics/ and /physics/. /Course/s related to first-year courses at community colleges and universities -- Study regions: /Ontario/

GRADE 13. English language, French language and bilingual secondary schools Curriculum subjects: English, French, history, mathematics and physics. Courses related to first-year courses at universities -- Study regions: Ontario

ABSTRACT

Type of Study:

Descriptive

Purpose:

To examine relationships between courses, levels of competence, trends in course /enrolment/ and /achievement/, and curriculum coordination between Secondary School Year 4 and Colleges of Applied Arts and Technology Year 1(SS4 and C1), and SS5 and University Year 1 (U1).

Sample:

English, French, history, physics, and mathematics instructors (INS) in 53 English and 14 French and mixed language SSs selected for location and size; and 15 Cs and 11 Us selected for location, size, background, and availability of French instruction. Chairmen, registrars, and SS department heads.

Methodology:

A pool of sample courses, one from each subject in each institution, was formed. Questionnaires completed by 90 percent of INS supplied data on course characteristics. Other data sources were: interviews with chairmen, registrars and SS department heads; and calendars, courses of study, evaluation instruments, and SS, C, and U records of student enrolment and achievement over 10 years. 80 percent of English, French, and mathematics INS completed rating validation instrument. Tables; graphs.

Findings:

1. INS were dissatisfied with student competence and preparation in all subjects at all levels.
2. In English, SS to C: over 60% of C INS wanted increased competence in /reading/ and essay /writing/; 70% OF SS courses combined literature and composition, C courses emphasized oral and written skills.
3. SS and U English courses had similar objectives and approaches; the main gap was /language development/.
4. SS5 anglais students progressed easily to U1 due to course similarities.
5. French SS courses varied in objectives, methods, and emphasis on exams. Casual streaming of students, little INS coordination, and gaps and duplication in U courses were found.
6. SS5 français courses were inconsistent and lacked guidelines; students were weak in writing and literary skills.
7. In history: INS agreed on required /skill/s, but SS courses and student competence varied greatly; prerequisites for U1 courses were rare; and there was a lack of coordination between U and SS INS in curriculum design and of common definitions of competence at U1 and C1.
8. In physics: SS3 courses, C courses, entry qualifications, and INS background varied; there was a great overlap in SS and C courses. In SS5 to U: SS INS were satisfied with student achievement, U INS were not; courses were consistent.
9. SS4 mathematics varied in core topics taught and emphasized, resulting in low student competence at Cs. At SS5 to U1, courses showed high consistency with a large duplication of material.
10. Changing enrolment patterns were related to failure risks, the economic situation, and /employment/ /opportunities/.
11. Under the credit system /failure/s decreased in SS5 and SS4 advanced courses, but changed little in SS4 general courses. /Mark/ inflation was evident in some Us.
12. Refinements of C entry requirements included: raising entry marks, psychological and aptitude testing, interviews, and priority to local students. U admission policies were less subject-specific than previously.
13. SS, C, and U coordinating mechanisms were diffuse and limited in resources.

Conclusions:

1. Diversity in SS courses and levels of competence plus flexible admission policies have made /teacher/s' task difficult and their criticisms severe.

2. Opportunities for Francophones in SSs, Cs, and Us must be evaluated.
3. Subject coordination, within and across institutions, is almost non-existent.

Special Features:
1. /Bibliography/ -- p. 717-727
2. Français subject report in French

Tests Used in Research but not Included in Document:
Self-made /questionnaire/; self-made rating validation instrument

(MEM)

Related Records: ON00652

Contracting Institution: Queen's University

Availability: MF - $2.75; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00646**

Lamérand, Raymond; Tracy, Patricia

-- **Acceptance by the Classroom Teacher of Television Technology for Second Language Instruction.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 231 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/ETV/. /Second language/. Curriculum subjects. /Elementary school/s
  /Attitude/s of /teacher/s
  Use by teachers

ABSTRACT

Type of Study:

Descriptive; Methodological

Purpose:

To examine teachers' acceptance of television (TV) technology and of TV as a tool for second language instruction; to identify factors that would make TV more acceptable as such a tool; and to identify forms of teacher training and material support that would facilitate the use of TV in the classroom.

Sample:

80 mainly elementary school teachers: 2 groups of 20 in regions where /English/ is taught as a second language and 2 groups in regions where /French/ is taught as a second language. Data collected April 1976.

Methodology:

Literature on acceptance of /innovation/, acceptance of TV technology and acceptance of TV as a classroom technique was surveyed; a questionnaire was developed to assess these areas inclusive of affective, cognitive, and behavioural aspects. Item objectives were specified according to Havelock's dimensions of innovation: linkage, structure, openness, capacity, reward, proximity, and synergy. Teachers were divided into four groups: 1 - TV users who were the target of full scale intervention throughout the year involving material and professional support for the use of a TV program to teach English as a second language; 2 - a group in the same region without the intervention; 3 - TV users in various regions without the same intervention as group 1; 4 - non-users of TV in the same region as group 3.

Findings:

1 All groups were relatively ready to innovate. Teachers did not feel that the structure within which they worked inhibited the adoption of innovation.
2. There was no gross distinction between acceptability of TV technology and TV for use in second language teaching.
3 Group 1 was the most accepting of TV group 4 the least
4 No group found TV threatening or suggested that students learned less well with TV than with other techniques, but many teachers wanted more knowledge of TV's particular capacities as an instructional medium
5 The majority of group 1 intended to continue using TV for instruction while the majority of users in the other groups dropped usage of TV
6 Reported problems with TV use included equipment, materials, content of materials, scheduling and matching the difficulty level of TV programs' language with students' language

Special Features

1 /Annotated bibliography/ -- 95 items
2 List of TV programs available for teaching second languages
3 Abridged version of the report -- 21 p

Tests Included in Document:

/Television in School Survey/

Notes

Original title Classroom Attitudes of the Teacher When Students Are Learning a Second Language Using Television. Les attitudes de l'enseignant en salle de classe quand les élèves apprennent de deuxième langue à l'aide de la télévision.

(GC)

Contracting Institution: Ontario Institute for Studies in Education

Availability MF - $2 00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block Toronto

FINAL REPORT (MINISTRY) ON00647

Trites, R.L.; Price, M.A.

-- Learning Disabilities Found In Association with French Immersion Programming : A Cross Validation.

-- Toronto : /Ontario Ministry of Education/, 1977. -- 170 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/DROPOUT/S. /Immersion/ /French/ /program/s. /Elementary school/s

/IQ/, /mental development/, /preschool education/ and /reading achievement/ -- Comparisons with /student/s staying in the program

ABSTRACT

Type of Study:

Longitudinal; Descriptive

Purpose:

To cross-validate indications of a /maturation/al lag in temporal lobe regions of the brain in children experiencing difficulty in French immersion (FI); to follow-up students from an earlier study.

Sample:

16 randomly selected students (D) who had dropped out of FI between 1971-76; 16 students (C), matched for sex and age, who had been in the same classes as Ds but continued in FI. 24 students in the 'difficulty', and 8 in the 'success' category of the earlier study.

Methodology:

School files provided background data; questionnaires were administered to parents and teachers. A questionnaire and battery of neuropsychological, /psychomotor/ and French and reading achievement tests were administered to Ds and Cs, another battery to follow-up students. Tables and graphs show percentages, means, standard deviations and probabilities, F ratios, Z scores, clusters, Eigenvalues, correlation coefficients and loadings.

Findings:

1. Cs had higher IQs and /socioeconomic/ /status/ values, had more schooling prior to grade 1, developed reading subskills more rapidly, spoke at an earlier age and watched and understood more French TV programs.
2. /Parent/s and /teacher/s viewed Ds as inattentive, restless, or difficult to manage, but both groups had normal personality test profiles.
3. Among Ds there was clear evidence of a tactual performance deficit suggesting a specific maturational lag in the temporal lobe regions of the brain, the difference being significant for students below age 9.
4. 7 of 16 Ds were lefthanded; all Cs were righthanded. The pattern of deficits was different for lefthanded and righthanded Ds, and for natural and symptomatic lefthanders.
5. Ds' neuropsychological test profiles were distinct from those of students with reading disabilities.
6. Follow-up data showed progress in language development with greater relative improvement in /reading skill/s for students switching to regular programs, and evidence of a dissipation of the maturational deficit in students over 9.

Special Features:

1. /Bibliography/ -- 75 items
2. /Literature review/ on /second language/ learning

Tests Included in Document:

Self-made /questionnaire/s

Tests Used in Research but not Included in Document:

/Blishen's Socio-Economic Ind/ex; /Boston Speech Perception Test/; /Children's Personality Questi/onnaire; /Conners Symptom Questionnaire/ (Parents and Teachers); /Doehring Battery of Reading/ Subskills; /Early School Personality/ Questionnaire; /French Comprehension Test/; /French Picture Vocabulary/ Test; /Frostig Developmental Test/ of Visual Perception; /Grooved Peg-board/ Test; /Holstead Category Test/; /Illinois Test of Psycholing/uistic Abilities, /Knox Cube Test/; /Pupil Rating Scale/; /Peabody Picture Vocabulary/ Test; /Progressive Matrices/; /Tactual Performance/ Test; /Test de Rendement en Français/; /Vineland Social Maturity Scale/, /Wechsler Intelligence Scale/ for Children; /Wide Range Achievement Test/; tests for geometric drawings, lateral dominance, grip strength, finger and foot tapping rates, movement coordination, resting steadiness

(GC)

Related Records: ON00101

Contracting Institution: University of Ottawa

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00648

Morrison, Frances E.

-- **Alternative School Programs for French Language Learning : Evaluation of the Federally and Provincially Funded Extensions of the Second Language Learning (French) Programs in the Schools of the Ottawa and Carleton Boards of Education.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1976. -- 149 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/ENGLISH SPEAKING/ /STUDENT/S. Schools. /Ottawa/
/Academic achievement/ and /attitude/s. Effects of /core/, extended and /immersion/ /French/ /program/s

ABSTRACT

Type of Study:
Comparative

Purpose:
To assess the effectiveness and /cost/s of various French programs.

Sample:
Classes at various levels offering core French (CF), extended French (EF), and immersion French (IF) programs. Data collected 1973-76.

Methodology:
The effectiveness of each program, as measured by French acquisition, attitude development, English skills, and overall academic achievement, was compared using variables of time, grade and starting levels, methodology, subjects, sequence of subjects, language environment, and financial and social resources. Costs of CF variations were compared by effectiveness. Frequencies, percentages, means, standard deviations, variances, and correlation coefficients are tabulated. Graphs.

Findings:
1. Additional CF time led to more learning, but longer French periods in /intermediate grade/s did not produce better test results; French /listening/ comprehension scores showed yearly improvement.
2. At the secondary level, smaller CF classes did not produce more learning or different teaching styles, nor did variations in class heterogeneity produce learning differences.
3. CF student attitudes were positive but not predicitive of success in learning French.
4. School climate variables had different effects on French learning and attitudes in different grades; community educational levels related positively with higher comprehension and attitude scores, but the proportion of Francophones in the community had no significant effect; a third language in the community was not associated with depressed French scores.
5. At the /secondary school/ level, a decrease in /class size/ produced an adverse cost- benefit ratio.
6. EF students acquired French skills at a rate between that of CF and IF students; listening comprehension scores were significantly higher and attitudes were more positive than those of CF students.
7. EF students maintained /English/ language proficiency and academic standards in subjects taught in French.
8. Progress in primary and intermediate entry IF programs approximated that of English programs.
9. Intermediate entry IF students maintained English proficiency; those in primary IF fell behind but caught up by junior grades.
10. Primary and intermediate IF students maintained academic standards in /mathematics/, though some intermediate students had difficulty in the first year.
11. Primary entry IF students had attitudes toward themselves and education similar to those of English program students; intermediate entry IF students' attitudes towards French and French Canadians were not influenced by the program.
12. French proficiency was satisfactory in all IF variations, with no variation superior with respect to /language ability/.

Special Features:
Brief notes on 19 working papers

Tests Used in Research but not Included in Document:
/French Listening Comprehension/ Test; /attitude scale/s; Self-made /questionnaire/s for teachers and students

(ER)

Related Records: ON00564

Contracting Institution: Ottawa Board of Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT ON00649

Gilbert, V.K.; Biemiller, A.J.; Fair, James W.; Noble, G.A.; Sheehan, C.A.; Stewart, B.C.; Wood, J.D.

-- Perceptions of Educational Leadership : A Study of the Needs and Training Opportunities for Educational Leadership in Ontario.

-- Toronto : /Ontario Ministry of Education/, 1977. -- viii, 253 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/ADMINISTRATIVE/ /PERSONNEL/. /Boards of education/ and /community college/s
/Professional education/ and /inservice/ /education/. /Need/s and /opportunities/ -- Study regions: /Ontario/
ADMINISTRATIVE PERSONNEL. Ontario Ministry of Education
/Regional/ officers. Professional education and inservice education. Needs and opportunities

ABSTRACT

Type of Study:

Comparative

Purpose:

To determine the extent of pre- and in-service /program/s for educational administrators (EAs) in Ontario and to determine their strengths and weaknesses as perceived by experienced and recently graduated EAs at various levels.

Sample:

196 representatives of Boards of Education (BE) (55% responded); 9 Ministry of Education regional officers (MEOs) (67% responded); 22 Colleges of Applied Arts and Technology (/CAAT/s) (50% responded); 138 experienced EAs (EEAs) holding current positions for at least 5 years, 103 recently graduated EAs (REAs) from educational programs in 1974. Data collected 1975.

Methodology:

Questionnaires were administered to representatives from all BEs, MEOs, and CAATs to determine administrative positions, /qualification/s, and education required for /promotion/s and appointments. Interviews were conducted with EEAs at various levels from BEs, MEOs, and CAATs to determine /skill/s, /attitude/s, and knowledge perceived as requisite for their positions; with REAs to compare their perceptions and sources of skills with the EEAs' responses; and with personnel responsible for administrative training programs. 1,100 responses from 104 interviews were reviewed to categorize skills, using the percentage of responses as indicators of the relative importance of categories. Tables.

Findings:

1. 4 major skill areas were inductively derived: /personal/, /organization/al; /interpersonal/, and /teaching/-curriculum (TC).
2. The most frequently cited skill was interpersonal, accounting for 41% of responses with the remaining responses spread equally over 3 other skills.
3. A general impression was that the 2 groups had similar perceptions of the skills required. EEAs differed from REAs only in giving more emphasis to organizational skills (27 vs 20%) and slightly less to personal and TC (16 vs 20% in both cases).
4. Sources of skills were: learning from others; school experience; practice, non-school experience; courses and other professional programs; books and media, other sources such as maturity or innate ability.
5. 53 to 60 Fof responses for organizational, interpersonal, and TC skills referred to on-the- job learning; non-school experience was the most important source for personal skills (44F).
6. Compared to EEAS, the REAs generally reported more sources in conjunction with learning from others (41F vs. 25F); school experience (58F vs 40F) + and courses (82F vs. 40F).
7. /Masters of Education/ programs differed considerably in their skill emphasis.
8. The assessment of course effectiveness by REAs indicated that the University of Ottawa program had the greatest impact, followed by OISE; the impact of principals' courses and local board programs appeared similar.

Conclusions:

1. Both courses and on-the-job learning should play a role in the acquisition of required skills.
2. Existing education and on-the-job learning is inadequate in the area of interpersonal skills; additional opportunities for acquiring and improving these skills should be provided.
3. In the TC area, /curriculum development/ and /evaluation/ emerged as weak spots; increased education for administrators should be met by the universities or MEOs.
4. Increased support should be provided by local BE programs, particularly in the interpersonal area.
5. New programs are recommended to enhance on-the-job learning and or provide increased administrative opportunities for teaching staff.

Special Features:

1. /Literature review/ -- p. 4-27
2. /Bibliography/ -- p. 230-35

3. Directory of Ontario institutions offering degrees in Educational Administration -- p. 247-49
4. Calendar of core courses in M.Ed programs -- p. 250-3

(TO)

Contracting Institution: University of Toronto

Other System: ED 141 888

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT **ON00650**

Virgin, Albert E.; Campbell, Patricia

-- An Evaluation of Elementary School Mathematics Programs Utilizing the Mini-Calculator.

-- Willowdale : /North York Board of Education/, Educational Research Services, 1976. -- 39 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/CALCULATOR/S

Use in /mathematics/ /program/s in /elementary school/s -- Study regions: /North York/ -- Study examples: /Grades 5-6/

ABSTRACT

Type of Study:

Comparative

Purpose:

To compare the /academic achievement/, /attitude/s, and teaching-learning experience in mathematics of elementary school /student/s using and not using mini-calculators.

Sample:

150 grades 5 and 6 students and 5 teachers in each of two elementary schools with similar mathematics programs and socioeconomic character. Data collected 1975-76.

Methodology:

In September, all students wrote 3 mathematics subtests of the Metropolitan Achievement Test (MAT) and a questionnaire on attitudes towards mathematics and the use of mini-calculators. Students at one school (E) used mini-calculators, students at the other school (C) did not. In April, students completed MAT subtests and an attitude questionnaire. Teachers completed attitude questionnaires in the fall and spring. Tables.

Findings:

1. There were no significant differences between Es and Cs in /computation/ gain scores.
2. On math concepts and problem solving subtests, Es' gain scores were significantly higher than Cs' in grade 5; for grade 6 students, there were no differences.
3. In grade 5, more Cs (69% in the fall, 65% in the spring) than Es (29% and 46%) said they enjoyed mathematics. Cs preferred mathematics to reading; for Es, the reverse was true.
4. In the fall, 41% of Es and 37% of Cs had pocket calculators in their homes; in the spring, percentages were 58% and 50% respectively, but students seldom used them.
5. Es and Cs said they used calculators mainly for school work or experimental purposes.
6. In September, more grade 6 Cs than Es indicated they enjoyed doing mathematics; in April, the reverse was true. In both fall and spring, more Es than Cs said they did well in mathematics.
7. In the fall, both groups liked reading and mathematics best; in the spring, mathematics was the first choice of Es, Cs preferred reading.
8. In the fall, 70% of Es and 40% of Cs felt calculators would be helpful for doing mathematics in school; by spring only 45% of Es and 35% of Cs felt that way.
9. In the fall, 4 of 5 teachers in each group reported that most of their students enjoyed mathematics; in the spring they were not as positive.
10. In April, all C teachers felt most of their students were competent in mathematics fundamentals; one E teacher felt that none of the students was competent.

Special Features:

1. /Research review/ -- pp. 1-2
2. /Bibliography/ -- 7 items

Tests Included in Document:

/Student Attitude Questionnaire/

Tests Used in Research but not Included in Document:

/Metropolitan Achievement Test/s (Intermediate, Form G and Form E); /Teacher Attitude Questionnaire/

(MH)

Related Records: ON00651

Contracting Institution: North York Board of Education

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00651**

Virgin, Albert E.; Campbell, Patricia

-- **A Survey of Elementary School Teachers' and Principals' Attitudes to Mathematics and Utilizing Mini-Calculators.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1976. -- 24 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /Elementary school/s
/Program/s. /Attitude/s of /principal/s and /teacher/s
Use of /calculator/s. Attitudes of principals and teachers -- Study regions: /Scarborough/ - - Study examples: /Grades 4-6/

ABSTRACT

Type of Study:

Descriptive

Sample:

100 randomly selected teachers (T) in each of grades 4, 5, and 6; all 116 elementary school principals (P). Responses received from 183 Ts and 64 Ps. Data collected 1976.

Methodology:

Separate questionnaires were administered to Ts and Ps. Frequencies and percentages are tabulated.

Findings:

1. The most frequently mentioned mathematics /objective/s were understanding basic /mathematical concept/s, practicality and /logical thinking/ and reasoning.
2. 96% of Ts taught mathematics every day; over 80% of grades 5 and 6 Ts had classes of over 30 minutes.
3. Over 80% of Ts reported most students enjoyed mathematics, but only 62% felt most were competent in mathematics fundamentals.
4. 78% of Ts had used a pocket calculator (PC), but only 23% had used it with their students; 56% did not think PCs would help them achieve their objectives, 33% felt they would.
5. 56% of Ts felt PCs had a place in mathematics programs as a checking device, as /enrichment/ for students knowing basics, and as a time-saver.
6. The majority of Ts in all grades felt PCs would detract from learning basic /number concept/s; another reported disadvantage was increased student dependence on PCs, weakening /student-teacher/ /relationship/s.
7. 61% of Ts felt students should have high levels of /computation/ skill before using PCs. 47% felt PCs could be introduced between grades 4 and 6, 44% said after grade 6.
8. 60% of Ts felt programs and materials about PCs should be developed and integrated into the present school format; 34% said boards should be responsible for providing PCs, 58% disagreed.
9. 19 Ps had PCs owned by the board in their schools, 5 said they were used daily, 7 said weekly, and 3 said they were never used.
10. 75% of Ps agreed PCs had a place in elementary mathematics as a checking device, for enrichment and as a /motivation/al tool.
11. 12 Ps felt PCs should be introduced by grade 2, 25 suggested grades 3-6, 13 felt junior or senior high levels were more appropriate, and 11 said whenever appropriate to teachers' goals and when basic skills had been mastered.
12. Disadvantages most frequently mentioned by Ps were student dependency and students losing computational proficiency.
13. 51 Ps agreed with informing the community if PCs were to be used; 50 felt programs and materials about PCs should be developed for integration into the program; 33 would be willing to buy PCs from the school budget.

Conclusions:

1. Ts and Ps have like attitudes towards using mini-calculators.
2. The majority of Ts and Ps favour developing and integrating more resources about PCs into the current program.

Tests Included in Document:

Teacher /questionnaire/; Principal questionnaire

(GC)

Related Records: ON00650

Contracting Institution: North York Board of Education

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00652**

King, Alan J.C.; Clements, John L.; Crawford, Douglas H.; Good, Harold M.; Lapierre, Andre; Macintosh, Donald; MacNab, Sandra Z.; Revill, Alan D.; Russell, H. Howard; Stroud, Thomas W.F.; Warren, Wendy K.; Wilson, Ian A.

-- Nature of Programs. II : Continuity and Diversity of Courses.

-- Kingston : /Queen's University/, 1976. -- ix, 869 p. (-- /Secondary-post-secondary inter/face study ; project III) (Ministry of Education and Ministry of Colleges and Universities, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /English/ language and /French/ /language/ /program/s. English, French, /history/, /mathematics/ and /physics/. /Grades 12-13/ and first year of /community college/s and /universities/
/Enrolment/

/CURRICULUM/ SUBJECTS. Grades12-13 and first year of community colleges and universities
English language, French language, history, mathematics, and physics. English and French language programs

/ACADEMIC ACHIEVEMENT/. /English speaking/ and /French speaking/ students, Grades 12-13 and first year of community colleges and universities
In English, French, history, mathematics, and physics -- Study regions: /Ontario/

ANNOTATION

This report contains tables which summarize the responses to questionnaires sent to instructors in the final years of secondary schools and the first years of Colleges of Applied Arts and Technology and universities at a sampling of institutions across the province. Data are presented according to institution and the subjects of English, Anglais, Français, French, history, historie, physics, physique, mathematics and mathématique. Frequency distributions, percentages, means and standard deviations are tabulated.

Results for Français, histoire, physique and mathématique are in French. Also included are: factual information on student enrolment and achievement over the last 10 years, and copies in French and English of the questionnaires and interview forms. A detailed explanation of the procedures used to estimate the validity of the ratings given by questionnaire respondents are presented for English, French, mathematics, along with secondary-post-secondary item rating histograms, within-group interitem correlations, item means and differences, and the instruments themselves.

(MEM)

Contracting Institution: Queen's University

Availability: MF - $3.75; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT ON00653

Canadian Facts Company, Ltd.

-- Roles and Responsibilities of the Secondary and Post-Secondary Institutions : II. Field Materials.

-- Toronto : /Canadian Facts/ Co., 1976. -- 244 p. in various pagings. (-- /Secondary-post- secondary inter/face study ; project I) (Ministry of Education and Ministry of Colleges and Universities, Ontario. Contractual Research).

SUBJECT

/SURVEY/S. /Attitude/s of educators and general public to /academic/ /standard/s, /administration/, /personnel/, /program/s and /student/s of /secondary school/s and /postsecondary/ educational institutions in /Ontario/ /Instrument/s

ANNOTATION

The volume contains 5 questionnaires, in English and French, administered to the general public (including students), secondary school teachers and educators at Universities and Colleges of Applied Arts and Technology. Included are: instructions to interviewers, record forms, introductory letters from Canadian Facts and the Ministries and names of Ontario universities and colleges.

Tests Included in Document:

Self-made /questionnaire/s in English and French

(GC)

Related Records: ON00654; ON00655; ON00656; ON00657; ON00658; ON00659

Contracting Institution: Canadian Facts Company, Ltd.

Availability: MF - $1.25; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT ON00654

Canadian Facts Company, Ltd.

-- **Roles and Responsibilities of the Secondary and Post-Secondary Institutions : II. College of Applied Arts and Technology Educators - Detailed Tables.**

-- Toronto : /Canadian Facts/ Co., 1976. -- 259 p. in various pagings. (-- /Secondary-post- secondary inter/face study ; project I) (Ministry of Education and Ministry of Colleges and Universities, Ontario. Contractual Research).

SUBJECT

/ONTARIO/

/Secondary school/s and /postsecondary/ educational institutions. /Academic/ /standard/s, /administration/, /personnel/, /program/s and /student/s. /Attitude/s of /teacher/s at /community college/s

ANNOTATION

The volume presents details of the responses of educators at Colleges of Applied Arts and Technology (CAAT) to a questionnaire querying their attitudes toward the structure, objectives, roles, programs, staff, standards, procedures, and students of secondary and postsecondary institutions. Responses are tabulated by /sex/, /age/, program area, place of secondary school graduation, number of years teaching at an Ontario CAAT, Ministry region, committee membership, retention vs. abolition of grade 13, and sample replicate. Included are: frequencies, percentages, standard deviations, and standard errors.

Tests Used in Research but not Included in Document:

Self-made attitudes /questionnaire/

(GC)

Related Records: ON00653; ON00655; ON00656; ON00657; ON00658; ON00659

Contracting Institution: Canadian Facts Company, Ltd.

Availability: MF - $1.25; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00655**

Canadian Facts Company, Ltd.

-- **Roles and Responsibilities of the Secondary and Post-Secondary Institutions : II. University Education - Detailed Tables.**

-- Toronto : /Canadian Facts/ Co., 1976. -- 281 p. in various pagings. (-- /Secondary-post- secondary inter/face study ; project I) (Ministry of Education and Ministry of Colleges and Universities, Ontario. Contractual Research).

SUBJECT

/ONTARIO/

/secondary school/s and /postsecondary/ educational institutions. /Academic/ /standard/s, /administration/, /personnel/, /program/s, and /student/s. /Attitude/s of /university/ /teacher/s

ANNOTATION

The volume presents tables of the responses of educators at universities to a questionnaire querying their attitudes toward secondary and postsecondary institutions' structure, objectives, roles programs, staff, standards, procedures, and students. Responses are tabulated by sex, age, program area, place of secondary school graduation and undergraduate degree, number of years teaching at any university and at an Ontario university, policy setting committee membership, retention vs. abolition of grade 13, and sample replicate. Included are: frequencies, percentages, standard deviations, and standard errors.

Tests Use[illegible]n Research but not Included in Document:

Self-made attitudes /questionnaire/

(GC)

Related Records: ON00653; ON00654; ON00656; ON00657; ON00658; ON00659

Contracting Institution: Canadian Facts Company, Ltd.

Availability: MF - $1.25; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT ON00656

Canadian Facts Company, Ltd.

-- Roles and Responsibilities of the Secondary and Post-Secondary Institutions : II. Secondary School Teachers - Detailed Tables.

-- Toronto : /Canadian Facts/ Co., 1976. -- 387 p. in various pagings. (-- /Secondary-post- secondary inter/face study ; project I) (Ministry of Education and Ministry of Colleges and Universities, Ontario. Contractual Research).

SUBJECT

/ONTARIO/

/Secondary school/s and /postsecondary/ educational institutions. /Academic/ /standard/s, /administration/, /personnel/, /program/s, and /student/s. /Attitude/s of secondary school /teacher/s

ANNOTATION

The volume presents the detailed responses of secondary school teachers to a questionnaire querying their attitudes toward the structure, objectives, roles, programs, staff, standards, procedures, and students of secondary and postsecondary institutions. Frequencies, percentages, standard deviations and standard errors are tabulated by /sex/, /age/, language of the school, number of years teaching in Ontario, academic discipline, curriculum-setting influence, place of secondary school graduation, retention vs. abolition of grade 13, and sample replicate.

Tests Used in Research but not Included in Document:

Self-made attitudes /questionnaire/

(GC)

Related Records: ON00653; ON00654; ON00655; ON00657; ON00658; ON00659

Contracting Institution: Canadian Facts Company, Ltd.

Availability: MF - $1.75; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT ON00657

Canadian Facts Company, Ltd.

-- Roles and Responsibilities of the Secondary and Post-Secondary Institutions : II. Technical Appendix - General Public - Detailed Tables - Part I.

-- Toronto : /Canadian Facts/ Co., 1976. -- 290 p. in various pagings. (-- /Secondary-post- secondary inter/face study ; project I) (Ministry of Education and Ministry of Colleges and Universities, Ontario. Contractual Research).

SUBJECT

/RESIDENT/S. /Ontario/

  /Attitude/s to /secondary school/s and /postsecondary/ educational institutions -- Tables

/TEACHER/S. Secondary schools, /community college/s and /universities/. Ontario

  Attitudes to secondary schools and postsecondary educational institutions. /Survey/s. /Research methodology/

ANNOTATION

The detailed tables in the volume give the first 190 pages of the responses of the general public (including students) to the questionnaire querying their perceptions of secondary and post-secondary institutions. Percentages, actual and weighted bases for percentages, average ratings, standard deviations and standard errors are tabulated by: sex, age, region, size of community, language, occupation, level of education, family composition, education of children, socioeconomic status, level and place of education, level of schooling attended in 1975 and 1976, level of schooling anticipated during 1976 and 1977, perception of the quality of education at secondary schools, and sample replicate. Included is an index to the tables in this and the two succeeding volumes.

Tests Included in Document:

Self-made /questionnaire/s

Notes:

This project was jointly funded by the /Ontario Ministry of Education/ and the /Ontario Ministry of Colleges/ and Universities.

(GC)

Related Records: ON00653; ON00658; ON00659

Contracting Institution: Canadian Facts Company, Ltd.

Availability: MF - $1.50, HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT **ON00658**

Canadian Facts Company, Ltd

-- Roles and Responsibilities of the Secondary and Post-Secondary Institutions : II. General Public - Detailed Tables - Part II.

-- Toronto /Canadian Facts/ Co. 1976. 361 p. in various pagings. (-- /Secondary-post secondary inter/face study . project I) (Ministry of Education and Ministry of Colleges and Universities, Ontario. Contractual Research).

SUBJECT

/RESIDENT/S. /Ontario/
 /Attitude/s to /secondary school/s and /postsecondary/ educational institutions -- Tables

ANNOTATION

This volume presents pages 191 to 542 of tables showing the detailed responses of the general public (including students) to the questionnaire querying their perceptions of secondary and post-secondary institutions. Percentages, actual and weighted bases for percentages, average ratings, standard deviations, and standard errors are tabulated by sex, age, region, size of community, language, occupation, level of education, family composition, education of children, socioeconomic status, level and place of education, level of schooling attended in 1975 and 1976, level of schooling anticipated during 1976 and 1977, perception of the quality of secondary school education, and sample replicate. Includes an index to all three volumes of tables.

Tests Used in Research but not Included in Document:
Self-made /questionnaire/s

Notes:
This project was jointly funded by the /Ontario Ministry of Education/ and the /Ontario Ministry of Colleges/ and Universities.
(GC)

Related Records: ON00653, ON00657, ON00659

Contracting Institution: Canadian Facts Company, Ltd.

Availability: MF $1.50, HC available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT **ON00659**

Canadian Facts Company, Ltd.

-- Roles and Responsibilities of the Secondary and Post-Secondary Institutions. II. General Public - Detailed Tables - Part III.

-- Toronto : /Canadian Facts/ Co., 1976. -- 357 p. in various pagings. (-- /Secondary-post- secondary inter/face study ; project I) (Ministry of Education and Ministry of Colleges and Universities, Ontario. Contractual Research).

SUBJECT

/RESIDENT/S. /Ontario/
  /Attitude/s to /secondary school/s and /postsecondary/ educational institutions

ANNOTATION

The volume presents pages 543 to 890 of the detailed tables showing the responses of the general public (including students) to the questionnaire querying their perceptions of secondary and post-secondary institutions. Percentages, actual and weighted bases for percentages, average ratings, standard deviations and standard errors are tabulated by: sex, age, region, size of community, language, occupation, level of education, family composition, education of children, socioeconomic status, level and place of education, level of school attended in 1975-76, level of education anticipated during 1976-77, perception of the quality of secondary school education, and sample replicate. Includes an index to this and the two previous volumes of tables.

Tests Used in Research but not Included in Document:
Self-made /questionnaire/s

Notes:
This project was jointly funded by the /Ontario Ministry of Education/ and the /Ontario Ministry of Colleges/ and Universities.

(GC)

Related Records: ON00653; ON00657; ON00658

Contracting Institution: Canadian Facts Company, Ltd.

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00660**

Beardsley, Barbara

-- ONTERIS : Primary Development of a Documentation System for Educational Research : Report on Phase II.
-- Toronto : /Metropolitan Toronto School/ Board, 1977. -- 48 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/INFORMATION SYSTEM/S. /Educational research/. /Ontario/
/ONTERIS/. Development

ABSTRACT

Type of Study:
Descriptive

Methodology:
The first 600 documents were prepared for /online/ retrieval and a printed /index/. Online trials were held from May to August and for 1 week in November 1976; a 2-day demonstration was given at the AERO-OERC conferences in December. Issues considered during the year included: /vocabulary/ control and indexing depth; document selection criteria; and procedures for processing bilingual documents. /Cost/s were analyzed.

Findings:
1. Interfacing 3 software packages (/ISIS/, /Optical Character Recognition/ (OCR), PRECIS) and 3 hardware devices (Texas terminal, Dataroute and Alphatext's computer) created numerous problems during the first online trial leading to changes in worksheets, subject analysis, data formatting and the writing of abstracts which allowed greater advantage to be taken of the software packages.
2. The one week online trial had fewer problems; the VUCOM terminal was more compatible than the Texas Silent 700.
3. There were some communications and billing problems, as well as contract misinterpretations.
4. OCR batch entry required an unforeseen amount of editing; correction procedures were particularly frustrating.
5. Approximately 50 searches for users were done in manual, batch, and online modes; /PRECIS/ strings aided identification of relevant documents.
6. In slashing for searching purposes, preference was given to split or unbound terms.
7. Tentative per record costs were: abstracting, $30.00; PRECIS, $25.70; entry, $1.31; correction, $1.27. Total per record was $58.28.

Conclusions:
1. Various institutions continue to refine ISIS; /EISO/'s online use of ONTERIS should help determine useful search features.
2. French documents are now searched by English terminology, but ISIS has a /bilingual/ potential.
3. A French version of the PRECIS subject index is feasible.
4. Criteria for document inclusion remain vague; processing procedures will indicate the worth of particular documents.
5. Studies in progress should be added to the data base on a trial basis.
6. At the end of Phase II, 600 documents were in the data base, the printed index was close to publication, and documents from other sources were being collected and processed.
7. A full-time abstractor and typist were hired for Phase III; others will be hired on a part- time basis.
8. ONTERIS will be online at /EISO/ from March 1977.
9. The installation of an /ISIS/ OS version at Queen's Park is being negotiated.

Special Features:
1. Sample worksheet, /abstract/s, record and abstract formats, and printout from batch and online searches
2. Abstract guidelines
3. Articles from Ontario Education Dimensions and the Newsletter of the Canadian Society for the Study of Education (CSSE News)
4. ONTERIS brochure

(GC)

Related Records: ON00567; ON01100; ON01177

Contracting Institution: Metropolitan Toronto School Board

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00661**

Jackson, Douglas N.

-- A Feasibility Study to Examine the Effectiveness of an Interface between Student Guidance Information Service (SGIS) and Jackson Vocational Interest Survey (JVIS).

-- London. /University of Western Ontario/, Vocational Interest Research Unit, 1976. -- 32 p. in various pagings. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/VOCATIONAL/ /COUNSELLING/. /Student/s. /Secondary school/s

Use of /Jackson Vocational Interest/ Survey related to /Student Guidance Information/ Service -- Study regions: /Brantford/, /London/, /Wingham/ and /Woodstock/ .

ABSTRACT

Type of Study:

Descriptive

Sample:

1,706 grades 9-13 students (867 /male/s and 839 /female/s) from 1 secondary school in each of Woodstock, Brantford, (both using the SGIS terminal data entry system), London (using SGIS remote job entry), and Wingham (using SGIS batch mail). Data collected in May 1976.

Methodology:

The Jackson Vocational Interest Survey (JVIS) was administered to students, the same form being used for both males and females. Each student and the student services of the participating school received a computer-generated package of test results and interpretation relevant to career planning with special reference to the SGIS system. About two weeks later, 1,021 of the students and 11 advisors from the schools responded to SGIS-JVIS follow-up questionnaires.

Findings:

1. Of the students responding: the highest percentage was in /grade 11/; 58% planned to complete /grade 13/ and 42% to complete /grade 12/, with 61% planning to attend /university/ or a /community college/; over half aspired to semi-professional or small business careers.
2. 59%, of which the majority were females, indicated that their first impulse after receiving the JVIS results was to talk with their parents, friends, and others; 61% reported actually having done so.
3. 10% reported that their first impulse was wanting to make an SGIS request; only 6% reported having done so.
4. 83% of the students would recommend that a friend who is making career plans take the JVIS, 75% reported that JVIS results suggested career interests they had not considered, 68% reported that the JVIS encouraged them to think more about /career/s, 88% found the JVIS useful.
5. Over 90% of advisors believed the JVIS gave students information they needed, felt that it should be administered earlier in the year, suggested JVIS testing for grades 11 and 12 and would recommend JVIS testing to other schools.
6. Both students and advisors were strongly in favour of the JVIS-SGIS combination.

Tests Included in Document:

Student Follow-Up Questionnaire, Advisor's Follow-Up /Questionnaire/

(LR)

Contracting Institution: University of Western Ontario

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT **ON00662**

Keeton, Anne

-- Toward an Individualized Program for Assessing and Teaching Reading Skills to Children in Grades 1 and 2.

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Special Education, 1976. -- 97 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/READING ACHIEVEMENT/. /Aurally handicapped/ /student/s. /Elementary school/s
related to /reading comprehension/ and /reading skill/s: /decoding/ -- Study examples: /Metropolitan Toronto School/ for the Deaf -- Comparisons with normal students

READING ACHIEVEMENT. Students. /Grade 2/
related to reading comprehension and reading skills: decoding -- Study regions: /Malton/

ABSTRACT

Type of Study:
Comparative; Experimental

Purpose:
To study the reasons underlying children's failure to read for meaning.

Sample:
203 grade 2 students from 6 elementary schools in Malton. 36 students, aged between 6 and 10 years, enrolled in Metropolitan Toronto School for the Deaf. Data collected 1975-76.

Methodology:
101 of the grade 2 students were given the enactive subtask of the logograph task, 102 the full task. To determine the criteria teachers use to assess good reading ability, the students were classified as integrators, partial integrators, and non-integrators on the basis of their performance on the logograph task. From each of these groups 24 students were randomly selected (12 classed by teachers as good readers and 12 as poor readers) and were given a test to assess their /phonic/ /skill/s for decoding separate words. To compare the approach of deaf and hearing children to integrating speech and print, each deaf student was matched on Raven's Progressive Matrices scores and age in months with a hearing student. The logograph task was modified for the deaf; all students were given a modified form of the Cooperative Reading Test. Frequencies, means and standard deviations are tabulated.

Findings:
1. 99 good readers were classified as integrators, 12 as non-integrators. 70 poor readers were integrators, 22 non-integrators.
2. On speed and accuracy of phonic decoding, good readers outperformed poor readers; integrators in both groups did less well than non-integrators.
3. 11 out of 30 deaf students did not understand that speech or print sentences conveyed a /semantic/ unit beyond the individual word parts.
4. Deaf students who failed to integrate speech also failed to integrate print. Those who integrated speech also integrated print.

Conclusions:
1. A child's ability to integrate sentence information is independent of his phonic decoding ability.
2. Teacher ratings of good and poor readers are based on phonic decoding ability and not integration (comprehension) ability.
3. Children learn the skills of semantic integration for speech, and must further learn that these same characteristics apply to print.

Special Features:
1. /Bibliography/ -- 33 items
2. 'Children's Cognitive Integration and Memory Process for Comprehending Written Sentences' to be published in the Journal of Experimental Child Psychology
3. Literature review
4. A model for the assessment of children's reading skills

Tests Used in Research but not Included in Document:
Logograph task for reading comprehension; /Progressive Matrices/; /Cooperative Reading Test/s

Notes:
Original project title: Synthesis Skills for Reading Comprehension in Normal and EMR Children.

(LR)

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT **ON00663**

Macintosh, Donald; King, Alan J.C.; Petterson, Jane; Greenhorn, Donna; Ede, Donna

-- The Role of Interschool Sports Programs in Ontario Secondary Schools.

-- Toronto : /Ontario Ministry of Education/, 1977. -- xiii, 624 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/EXTRAMURAL/ /ATHLETIC/ /PROGRAM/S. /Secondary school/s
Study regions: /Ontario/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To examine: the extent to which present practices and policies coincide with sports objectives of 1952; the extent to which recent trends have affected sports programs; and the impact of coaching on teacher effectiveness.

Sample:
Athletes, coaches, principals, parents, /teacher/s, and department heads at 62 secondary schools (SS) randomly selected from all SS in Ontario divided into five categories according to urban hierarchy, plus a special category of separate and private schools. All SS were members of the Ontario Federation of Schools Athletic Association (OFSAA). 380 young adults. Athletes at selected OFSAA championships.

Methodology:
Pilot tested questionnaires were mailed to the schools. A separate questionnaire survey of elite athletes, parents and of selected Ontario Sports Governing Bodies was also undertaken, followed by interviews and personal visits. An in-depth study of six schools (1 in each category), and an analysis of the constitutions of OFSAA and its 17 member associations were made. Questionnaires for young adults were administered via students in the 6 schools studied in depth. To determine the impact of inflation on sports, data were collected from Statistics Canada, officials' associations, sports manufacturers, and transportation companies. Similar procedures were followed in a follow-up study, included as an addendum, of 3 schools in each of the Toronto and North York boards which could not participate in the original study. Tables; graphs.

Findings:
1. Current practices and policies were consistent with the objectives of 1952.
2. Academic achievement levels indicated interschool athletes were doing better than the rest of the /student/s.
3. The average time allocated to interschool sports was not excessive; variability in practice time and competitions was high.
4. Interschool sports programs were a factor in student retention in SS and were viewed positively by present and past participants.
5. Out-of-school sport for elite athletes met a desire for higher skill and competitive levels.
6. Recent government involvement in the field had not had a major impact on interschool sports.
7. Teacher involvement in coaching appeared to have had a salutary impact on teacher effectiveness.
8. The interschool sports budget was keeping pace with recent inflationary trends; inflation may have been a factor in the sudden arrest in the growth of participation.
9. Concern was expressed about the discrepancy between male and female participation rates, and between opportunities in small and large schools.
10. About 1 in 3 athletes surveyed suffered injuries during 1975-76.
11. While policies, practices and perceptions in the follow-up study were generally similar to those in the original survey, differences included: a lower rate of participation in interschool and out-of-school sports; a greater percentage of teacher-coaches qualified as physical and health education teachers; less adverse effects of inflation; and a greater intensity in the interschool sports program.

Special Features:
/Bibliography/ -- 29 items

Tests Included in Document:
Self-made /questionnaire/s

(IS)

Contracting Institution: Queen's University

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

JOURNAL ARTICLE ON00664

-- Alternative Programs for Teaching French as a Second Language in the Schools of the Carleton and Ottawa School Boards. Edited by Birgit Harley

-- Canadian Modern Language Review, 33, No. 2 (November 1976).

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /School/s
/Program/s -- Study regions: /Ottawa/ and /Carleton County/

ANNOTATION

This special issue is devoted to the proceedings of the research colloquium sponsored by the Ontario Ministry of Education, held on April 27-29, 1976, to examine the findings from a major Ministry sponsored research project relating to French programs in Carleton and Ottawa schools.

The papers presented by the principal investigators of 6 different research teams include: Henry P Edwards, 'Evaluation of the French /Immersion/ Programs offered by the Ottawa Roman Catholic Separate School Board'; C.E. McInnis, 'Three Studies of /Experimental/ French Programs'; Gerald Halpern, 'An Evaluation of French Learning Alternatives'; Merrill Swain, 'English-Speaking Child and Early French Immersion = Bilingual Child'; R.L. Trites, 'Children with Learning Difficulties in Primary French Immersion'; and H.H. Stern, 'The Ottawa-Carleton French Project: Issues, Conclusions, and Policy Implications.'

Comments by guest analysts Clare Burstall, John B. Carroll, and Wilga M. Rivers follow each paper. Also reprinted are: a summary of the questions and answers from the various discussion periods; statements by a panel of 8 board of education officials and coordinators of /second language/ departments from 4 Carleton and Ottawa boards involved in research; an annotated bilingual list of contributors; and a list of participants. Bibliographic references are included in footnotes.

(TO)

Availability: MF - $1.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PUBLISHED REPORT **ON00668**

Wahlstrom, Merlin W.; Danley, Raymond R.; Raphael, Dennis

-- **Measuring Achievement at the Primary and Junior Levels : An Analytical Review of Test Instruments Used in Evaluating Pupil Achievement and of Communicating Results to Parents.**

-- Toronto : /Ontario Ministry of Education/, 1977. -- xi, 475 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/TEST/S. /Achievement/. /Student/s. /Primary grade/s and /junior grade/s
related to Ontario Ministry of Educatson /curriculum/ /guideline/s
/Attitude/s of /parent/s
Use by /administrator/s -- Study regions: /Ontario/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To review analytically current /evaluation/ instruments in relation to objectives (OBJ) in 'The Formative Years' (TFY), the curriculum guidelines for Primary (P) and Junior (J) divisions.

Sample:

Tests designed to measure /academic achievement/ and school progress in school boards with on- going evaluation /program/s: 3 using /norm referenced/ tests; 3 using /criterion referenced/ tests; and 3 using primarily locally-prepared tests. Directors of education, /superintendent/s, measurement specialists, /principal/s, /teacher/s, and parents. Data collected 1977.

Methodology:

Test items were analyzed. A successful performance in a test item was related to the TFY objective to which it directly and indirectly referred. Interviews were held with staff and parents. Data were collected on: impetus for program development; organizational structure; types of tests; proposed and perceived uses of results; parents' views and the availability of results; anticipated program changes; and the role of the Ministry. Items for all tests for each objective are tabulated.

Findings:

1. All tests at P and J level focussed on the OBJs of /reading/, /arithmetic/, and /writing/; there was almost no evaluation of OBJs in measurement, geometry, orspeaking.
2. /Listening skill/s were measured in the readiness tests and some of the comprehensive batteries.
3. At P and J levels: no test evaluated any objective in /perception/ and expression, /drama/, /music/, /visual art/, /physical education/, or /value/s; measurement in /health/ was available through only 5 items in 1 of 6 OBJs; measurement in /decision making/ and the individual and society was sparse; and measurement in /natural sciences/, /geography/, and /Canadian studies/ was consistent only in Stanford tests and Sequential Tests of Education Progress.
4. At J level, no OBJs in the functions of writing and /handwriting/ were measured.
5. Test program development was influenced by external accountability, measurement of local curriculum OBJs, and the wish for individuals' diagnostic-prescriptive data.
6. Almost all boards, in various organizational structures, used publicized norm-referenced tests and locally prepared tests to meet measurement goals.
7. Boards' uses of test results included: comparing board achievement and norms; pinpointing 'problem' schools or areas; evaluating program; developing professional skills; evaluating teachers; diagnosing individuals' strengths and weaknesses; checking system-wide functioning; informing trustees; placing students; and objectively assessing student achievement.
8. Parents supported /standardized/ evaluation and wanted results conveyed to them, but no board provided these data.
9. A movement was seen towards. local test development; further inclusion of evaluation of attitudinal and /affective/ spheres of /behaviour/; and locally prepared curriculum.
10. Little enthusiasm was shown for a province-wide evaluation program.

Conclusions:

1. Technical and financial aid is required from the Ministry.
2. A need exists for the dissemination of evaluation information.

Special Features:

1. /Annotated bibliography/ --- 49 items
2. Study model

Tests Included in Document:

Self-made interview materials

Tests Used in Research but not Included in Document:
/Bobbs-Merrill Mathematics Test/s. /Canadian Tests of Basic Skill/s; /Dominion Survey of Arithmetic/ Fundamentals; /Gates-MacGinitie Reading Test/s; /Individual Pupil Monitoring/ Sys

(MEM)

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00667**

Hung, David W.

-- New Directions in the Teaching of Autistic Children.

-- Toronto : /Metropolitan Toronto School/ Board, 1977. -- 205 p. in various pagings. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/AUTISTIC/ /STUDENT/S
/Behaviour/ and /communication/. /Teaching method/s

ABSTRACT

Type of Study:
Comparative

Purpose:
To describe and evaluate the following new directions: establishing a system to reduce inappropriate /classroom/ behaviours; the systematic use of behavioural and learning principles in designing teaching procedures, /group instruction/; /functional/ /curriculum/; prescription and /evaluation/ of the teaching procedures, and continuous exploration of new teaching variables.

Sample:
12 students with severe behaviour /problem/s were grouped on the basis of functional /skill/s into 2 classes, each with 1 teacher, recruited for interest not previous qualifications, and 11 /teacher aide/. 3 control groups consisted of: 5 students from various classes for the retarded; 5 county school board students; and 7 intensive treatment unit residents.

Methodology:
All students were tested using a functional behaviour checklist, proven to be highly consistent. Each experimental (E) student was matched with a control (C) student of similar standard. E student-teacher interaction was on a group basis. Measures were introduced to define inappropriate classroom behaviour and the situations in which it occurred; steps taken to reduce it were physical prompts, token rewards and fines, time out from /positive reinforcement/, and the use of brief restraint to reduce /self abuse/. Teaching programs with a clear definition of stimulus, systematic delivery of rewards and praise, consistent interaction and objective evalUation were then introduced one by one. Detailed observation and evaluation was carried out at each stage. After 6 months, all students were retested and results for Es and Cs were compared. Procedures, observations and results are detailed for individuals and groups. Tables; graphs.

Findings:
1. After 6 months, Es' behavioural problems were much reduced; compliance with teacher instructions increased to 80%.
2. The method to reduce self abuse was effective and acceptable in an educational setting.
3. Consistent and differential use of reinforcement and physical prompts were effective in teaching self-help skills.
4. The /toilet training/ program reduced but did not eliminate incontinence.
5. In spite of fewer tests than in a 1 to 1 situation, the vocal imitation training was effective.
6. Simultaneous communication was no more effective than /verbal/ alone.
7. A specific prompting technique to teach instruction following a stimulus fade-in procedure effectively eliminated /echolalia/.
8. The /home/ programs aided effective parent-child interaction patterns.
9. Cost for E groups was the second least expensive of all groups.
10. Es acquired significantly more functional skills.

Conclusions:
1. The new directions are practical and feasible.
2. Teaching procedures should be designed using behavioural learning principles, a functional curriculum with prescriptive and objective evaluation of teaching procedures is essential.
3. Group work is feasible, particularly at the 1 to 3 level; tasks within the group situation should be individualized.

Special Features.
1. /Bibliography/ -- 51 items
2. An example of a /training program/ for appropriate classroom behaviour
3. Report on teaching Autistic Children in the classroom using firm physical prompts to train instruction following in a group -- Includes a 22-item bibliography

Tests Included in Document:
Self-made /Functional Behaviour Checklist/

(MEM)

Contracting Institution: Metropolitan Toronto School Board

Availability: MF - $2.00; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

FINAL REPORT (MINISTRY) ON00668

-- Current Problems and Trends in Affective Measurement : A Symposium Held in Toronto, January 6-8, 1977. Edited by John R. Meyer

-- Hamilton : /Hamilton Board of Education/; Burlington : /Halton Board of Education/, 1977. - - 156 p. in various pagings. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/AFFECTIVE/ /DEVELOPMENT/. /Student/s. /School/s
/Test/s

ANNOTATION

This is a report on a symposium held in conjunction with a research project on the /evaluation/ of /moral education/. The purposes of the symposium were: to react to tentative measures being used by the Hamilton and Halton Boards of Education in evaluating students' development in /value/s education; to provide the opportunity for experts to share their research and offer recommendations for further development of affective measurement; and to provide educators with information and recommendations.

Six specialists gave presentations based on the following papers which are reprinted in the appendices of the report: Nick Sanders (Research For Better Schools, Inc., Philadelphia), 'Skills for Ethical Action'; James Lengal (Vermont Dept.of Education), 'Classroom Atmosphere for Moral Development'; James Barclay (University of Kentucky), 'A Taxonomy of Affective-Social Skill Intervention'; Henry Dupont (University of Wisconsin), 'Evaluation In Affective Education'; Brian Burnham (York County Board of Education), 'The Important Considerations Survey : A Measure Of Moral Reasoning Power'; and Jay Powell (University of Windsor), 'Reflections on a Survey Instrument : 'Schools I Would Like to See'.' There are bibliographical references at the end of most of the papers.

Following summaries of the presentations, there is a section on 'The Present State of the Art' which includes a /literature review/ and overview of current projects on value education. The responses to audience questions by members of the panel are presented.

Some of the specific needs that emerged from the symposium are organized in the form of recommendations, with collective comments to support or clarify each recommendation. Recommendations are: a detailed assessment of all current research and curriculum projects in the affective area; a collection, analysis, and evaluation of relevant measuring instruments pertaining to affective development; one or more long-term assessment projects in affective education in order to reasonably measure or assess quantitative changes; a special project to identify and assess a comprehensive list of skills and competencies and develop a criterion referenced test for these skills.

Further recommendations are: recognition that value educators must have input into the development of all materials, suggested guidelines, and evaluation procedures conducted by the Ministry's Evaluation Branch; and the assessment of the /classroom environment/ on a short and long-term basis in order to determine the developmental pathways and the degree of impact of teaching styles and strategies upon affective growth. A conclusion and /bibliography/ of 17 items are included as well as the December 1976 issue of 'Looking At' which focuses on evaluating values education and features an interview with James R. Rest of the University of Minnesota.

Notes:

Contract title: Value Education and Moral Reasoning : Follow-up and Summative Evaluation Procedures Applied to Values Education Programs of the Hamilton and Halton Boards of Education.

(TO)

Related Records: ON00682

Contracting Institution: Hamilton Board of Education; Halton Board of Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT **ON00669**

Partlow, Hugh R.

-- **The Costs of Providing Instruction in French to Students Studying French as a Second Language : In-Depth Study of Seven Ontario School Boards.**

-- Toronto : /Ontario Ministry of Education/, 1977. -- 208 p. in various pagings. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Elementary school/s /Program/s. /Cost/s. Study regions: /Ontario/

ABSTRACT

Type of Study:

Descriptive; Comparative

Purpose:

To study the costs of 3 types of French instruction programs: regular (RF), extended (EF), and immersion (FI), for grades K-8 in 4 urban and 3 semi-urban Ontario school systems.

Sample:

67 RF, 12 EF, and 11 FI programs at 76 schools of the North York, Ottawa Separate, Toronto, and Peel Boards of Education. 23 RF, 2 EF, and 2 FI Programs at 23 schools of the Elgin County, Lakehead, and Northumberland and Newcastle Boards. Data were collected from principals and staff of 534 schools and from 15 Controllers of Finance, Chief Accountants, and heads of French and Planning Departments. Data collected in 1975-76.

Methodology:

4 questionnaires were administered to various people involved with the 3 types of programs; associated interviews were carried out; and reports were prepared by participating boards. The dollar costs of the following were analyzed: French as a subject; establishing a new program; different kinds of programs on a per student basis; and the effects on variables such as time allocated to French, class size, and itinerant vs. integrated teaching staff. Also analyzed were program costs for introducing French in a school day the same length as before, requiring other subjects to be reduced. Comparisons were made between urban and semi-urban schools. Tables.

Findings:

1. Annual per student costs for French ranged from $39 for a 40-minute-per-week (MPW) RF program to $1790 for a 1500 MPW FI program.
2. The average cost for programs taught by /itinerant teacher/s was higher than for those taught by integrated staff, but itinerants were generally preferred for small enrolments and time blocks.
3. The average cost per student (ACPS) in intermediate schools was lower than in elementary schools due to the larger groups taking French.
4. The ACPS in semi-urban boards was higher than in urban boards where French was taught by itinerant teachers; and lower than in urban boards where French was taught by integrated teachers.
5. The lowest average cost per hour was in EF programs ($1.39), the highest in FI ($1.65).
6. The distribution of total costs to 3 broad areas was roughly equal in urban and semi-urban boards: provision of educational environment (28%), delivery or provision of instruction (70%), and program development (2%).
7. The subjects of language arts (or English) and social studies, including history and geography, experienced the greatest reductions in time to accommodate the introduction of French, losing 41 and 20 minutes respectively for a 100 MPW program.

Special Features:

1. /Literature review/
2. /Annotated bibliography/ -- 48 items, with extensive content summaries
3. Detailed interpretation of the formulae used to calculate costs for each in-depth study

Tests Included in Document:

Self-made /questionnaire/s

(TO)

Contracting Institution: /Educational Consultants/of Canada

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00670**

Moriarty, Dick

-- The Role of Interschool Sports in the Secondary Schools of Ontario (Focus on the Southwestern Ontario Secondary School Association of the Ontario Federation of School Athletics Association.

-- Windsor : /University of Windsor/, Sports Institute for Research-Change Agent Research (SIR- CAR) Task Force, 1977. -- xxxv, 304 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/PHYSICAL EDUCATION/. /Curriculum/ subjects. /Secondary school/s /Program/s. Role of /extramural/ /athletic/ programs -- Study regions: /Ontario/

ANNOTATION

A 75-member task force composed of professional educators, practitioners, researchers, and undergraduate and graduate students conducted this study employing the SIR-CAR systems analysis technique to evaluate the goals and means of the Ontario Federation of School Athletics Association (/OFSAA/) and one of OFSAA's regional associations, the Southwestern Ontario Secondary School Athletic Association. The study was conceptualized and is reported on the IDEA format.

Identification of a need for the study and a statement of the problem (many sports and athletic organizations lose effectiveness and efficiency from the tendency to equate and evaluate amateur or educational /sport/ with the goals and methods of professional or quasi-amateur athletics).

Delineation, focusing on research and development, models, and methods to be utilized in the study (the SIR model, concerned with goals, conflict or obstacles, the interface of structure with individuals and groups, social stress and strain, and recommended changes, was used).

Experimentation, outlining the study design, and survey techniques for gathering, processing, and analysing data (the CAR model was utilized and included 100 audio interviews, 200 verbal questionnaires, 1,300 written questionnaires, observation of 55 sporting events in 8 different sports, and participative clinics, which were recorded on TV, bringing parents and all people involved in the school sports programs together to interact and exchange views).

Action, including policy recommendations to the various levels of the OFSAA (in addition to written reports, audio-visual documentaries were produced).

The first third of the report provides a summary, and conclusions and recommendations, while the second two-thirds details the methodology and findings. A monograph on SIR-CAR, combined with the audio script of the documentary 'The Role of Interschool Sport in the Secondary Schools of Ontario', explains the SIR-CAR process as well as the results of this particular study. Tables, charts, diagrams, and a 123 item /bibliography/ are included.

(TO)

Contracting Institution: University of Windsor

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT ON00671

Watson, Cicely; Watson, Greer

-- Recent Trends in Ontario Secondary School Enrollment by Age and Evaluation of the 1975 Projection.

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 129 p. (-- /Projections of enrollment/ and teacher supply ; 22) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Secondary school/s. /Ontario/
/Enrolment/ and /dropout/ rate related to /age/ -- Tables by /county/

ANNOTATION

Secondary school enrolment trends and survival rates are discussed for each age group, and the 1975 projections are evaluated. Statistics for 1969-1975 are tabulated by age for each county or district.

Notes:

For list of all 1976 reports in series, see ON00681.

(MH)

Related Records: ON00681

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00672**

Watson, Cicely; Watson, Greer

-- Recent Trends in Ontario Secondary School Enrolment and Survival Rates and Evaluation of the 1975 Projection.

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 159 p. (-- /Projections of enrollment/ and teacher supply ; 23) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Secondary school/s. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/, and /Windsor/
/Enrolment/ and /dropout/ rates related to /grade level/s

ANNOTATION

Secondary enrolment trends and survival rates are discussed by grade, and the 1975 projections are evaluated. Statistics for 1961-1975 are tabulated by grade for each county or district, and for Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor.

Notes:

For list of all 1976 reports in series, see ON00681.

(MH)

Related Records: ON00681

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing ; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00673**

Watson, Cicely; Quazi, Saeed; Kleist, Aribert

-- **Ontario Secondary School Enrollment Projections by Grade, Estimate 1.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 53 p. (-- /Projections of enrollment/ and teacher supply ; 24) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Secondary school/s. /Ontario/
  /Enrolment/ related to grade levels. /Projection/s -- Tables by /county/
STUDENTS. Secondary schools. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/, and /Windsor/
  Enrolment related to /grade level/s. Projections

ANNOTATION

Secondary school enrolment projections for 1976-1986 are presented by grade for each county or district; projections for 1976-1982 are given for five cities - Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Tables.

Notes:
For list of all 1976 reports in series, see ON00681.

(MH)

Related Records: ON00681

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT ON00674

Watson, Cicely; Quazi, Saeed; Kleist, Aribert

-- Ontario Secondary School Enrollment Projections by Age, Estimate 2.

-- Toronto . /Ontario Institute for Studies/ in Education, 1976. -- 43 p. (-- /Projections of enrollment/ and teacher supply ; 25) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Secondary school/s. /Ontario/
/Enrolment/ related to /age/ -- Tables by /county/

ANNOTATION

Secondary school enrolment projections for 1976-1986 are presented by age for each county or district. Tables.

Notes:
For list of all 1976 reports in series, see ON00681.

(MH)

Related Records: ON00681

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00675**

Watson, Cicely

-- Projections of Enrollment and Teacher Supply 1975-76 : Forecasting the Enrollment of School Boards in Sparsely Populated Areas.

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 167 p. (-- /Projections of enrollment/ and teacher supply ; 26) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Elementary school/s and /secondary school/s. /Northern/ regions. /Ontario/
  /Enrolment/. /Projection/s. Techniques
/TEACHER/S. Schools. Northern regions. Ontario
  /Supply/ and /demand/. Projections. Techniques

ABSTRACT

Type of Study:
Descriptive

Purpose:
To advise on the feasibility of various systems for providing enrolment forecasts for small boards in northern jurisdictions.

Methodology:
In October 1975, three workshops were held for three days each at the Dryden, Sudbury, and Nipissing Boards of Education, representing the northwestern, midnorthern, and northeastern education regions of Ontario. Topics discussed included the preparation and use of projections and problems of forecasting. With materials supplied by the boards, the OISE staff prepared demonstration projections and showed how standard techniques produced smaller percentage errors than methods being used by the boards. Tables. Graphs.

Conclusions:
1. The Sudbury and Nipissing workshops were completely successful, mostly because of attitudes and cooperation. The OISE team gained knowledge of local conditions, administrative difficulties experienced by board officials, their methods for preparing projections, and data sources. The board officials learned about standard forecasting techniques, data requirements, limitations, uses and problems.
2. It would be more feasible for the regional offices and the OISE staff to provide help and advice for these boards so that they can become more self sufficient than to design a special computerized forecasting model for them which would be expensive and unduly technocratic.
3. /Workshop/s organized through the regional offices and the training of at least one employee of northern boards in forecasting techniques would be the most useful ways of providing service. 5 or 6 supplementary OISE computer runs per year, based on previously hand coded data, would not be a burden.
4. Training in /planning/ techniques should be a mandatory component of graduate work in educational administration.

Special Features:
Workshop materials and exercises

Tests Included in Document:
Self-made /questionnaire/s; OISE form for hand calculation of projections

(MH)

Related Records: ON00681

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00676**

Watson, Cicely; Watson, Greer

-- Recent Trends in Ontario Elementary School Enrollment by Age and Evaluation of the 1975 Projection.

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 338 p. (-- /Projections of enrollment/ and teacher supply ; 27) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Public school/s and /separate school/s. /Elementary school/s. /Ontario/
Enrolment and /dropout/ rate related to /age/ -- Tables by /county/

ANNOTATION

Elementary school enrolment trends and survival rates are discussed by age, and the 1975 projections are evaluated. Public school, separate school, and total enrolment statistics by age for 1969-1975 are presented in absolute numbers and as percentages of population for each county or district. Tables.

Notes:

For list of all 1976 reports in series, see ON00681.

(MH)

Related Records: ON00677; ON00678; ON00679

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00677**

Watson, Ciccly; Watson, Greer

-- Recent Trends In Ontario Elementary School Enrollment by Grade and Evaluation of the 1975 Projections.

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 408 p. (-- /Projections of enrollment/ and teacher supply . 28) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Public school/s and /separate school/s. /Elementary school/s. /Ontario/
/Enrolment/ and /dropout/ rate related to /grade level/s -- Tables by /county/
STUDENTS. Public schools and separate schools. Elementary schools. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/, and /Windsor/
Enrolment and dropout rate related to grade levels

ANNOTATION

Elementary school enrolment trends are discussed by grade, and the 1975 projections are evaluated. Public school, separate school, and total enrolment figures and retention rates for 1967-1975 are presented by grade for each county or district and for Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Tables.

Notes:
For list of all 1976 reports in series, see ON00681.

(MH)

Related Records: ON00676; ON00678; ON00679

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00678**

Watson, Cicely; Quazi, Saeed; Kleist, Aribert

-- Ontario Elementary School Enrollment Projections by Grade, Estimate 1 and Estimate 2.

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 288 p. in 2 v. (-- /Projections of enrollment/ and teacher supply ; 29) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Public school/s and /separate school/s. /Elementary school/s. /Ontario/
/Enrolment/ related to /grade level/s. /Projection/s -- Tables by /county/

STUDENTS. Public schools and separate schools. Elementary schools. /Hamilton/, /London/, /Metropolitan Toronto/, /Ottawa/, and /Windsor/
Enrolment related to grade levels. Projections

ANNOTATION

Estimate 1 presents public, separate and total elementary school enrolment projections by grade for 1976-1979 for each county or district, and for five cities - Hamilton, London, Ottawa, Metropolitan Toronto, and Windsor. Estimate 2 gives projections for 1976-1986 by grade for each county or district. Tables.

Notes:

For list of all 1976 reports in series, see ON00681.

(MH)

Related Records: ON00681

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00679**

Watson, Cicely; Quazi, Saeed; Kleist, Aribert

-- **Ontario Elementary School Enrollment Projections by Age, Estimate 3.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 129 p. (-- /Projections of enrollment/ and teacher supply ; 30) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Public school/s and /separate school/s. /Elementary school/s. /Ontario/
/Enrolment/ related to /age/. /Projection/s -- Tables by /county/

ANNOTATION

Public, separate and total elementary school enrolment projections for 1976-1986 are presented by age for each county or district. Tables.

Notes:

For list of all 1976 reports in series, see ON00681.

(MH)

Related Records: ON00681

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00680**

Watson, Cicely; Quazi, Saeed; Kleist, Aribart

-- Revision of the Elementary, Secondary School Teacher Supply-Demand Projection.

-- Toronto : /Ontario Institute for Studies/ in Education, 1977. -- 35 p. (-- /Projections of enrollment/ and teacher supply ; 31) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/TEACHER/S. /Elementary school/s and /secondary school/s. /Ontario/
/Supply/ and /demand/. /Projection/s

ANNOTATION

The revision of the Ontario elementary teacher supply-demand projection is based on the September 1975 actual /student/ /enrolment/ and the 1975 actual provincial /student-teacher/ /ratio/ of 23.9. Student-teacher ratios, demand for teachers and sources of supply are discussed. Tables show: estimated demand for teachers under various student-teacher ratios for 1976-1980; projected student enrolment by grade, using the student-teacher ratio of 23.6; actual (1963-1975) and projected (1975-1980) teacher /withdrawal/s and acquisitions; and enrolment in /teacher education/ institutions for 1958-1976. Graphs show enrolment in elementary teacher education institutions and the number of graduates entering the profession; and actual percentages of replacement and reentries of elementary teachers.

Estimates of the size of the Ontario secondary teacher force for 1976-1986 are given for a variety of student-teacher ratios based on the summer 1976 student enrolment projection. Issues discussed are demand for teachers, sources of supply, teacher withdrawals and reasons for withdrawing, and the student-teacher ratio. Estimated demand for teachers under various student-teacher ratios is presented for 1976-1986, as are projected student enrolments by grade, using the student-teacher ratio of 17.5. Actual (1959-1975) and projected (1976-1981) figures for supply of and demand for teachers, teacher withdrawals and acquisitions, and enrolment in teacher education institutions for 1960-1975 are tabulated. Reentry and replacement percentages are plotted graphically.

(MH)

Related Records: ON00681

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00681**

Watson, Cicely

-- Report of the All-Ontario Enrollment Projection (July 1976)

-- Toronto : /Ontario Institute for Studies/ in Education, 1977. -- 63 p. (-- /Projections of enrollment/ and teacher supply ; 32) (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Elementary school/s and /secondary school/s. /Ontario/
/Enrolment/ and /dropout/ rates. /Projection/s -- Tables by /age/, /grade level/s and /public school/s and /separate school/s

ABSTRACT

Type of Study:
Descriptive

Sample:
All public and separate elementary and secondary schools in Ontario. Data collected 1975-76.

Methodology:
The report summarizes a series of reports containing sets of projected enrolment figures by age and grade level for schools in Ontario from 1976 to 1986 and describing enrolment trends, survival rates, and the projection error of the 1975 estimates. Total projections for the province are given by grade and by age for the public and separate school systems. The use of population data as a basis for elementary school enrolment projection is discussed, as are trends in retention and survival rates. Errors in the 1975 estimates are analyzed and tabulated by grade, age, and county or district. Tables. Graphs.

Conclusions:
1. The contraction of the public system, begun in 1971, will continue until 1986.
2. The general growth of the separate system as induced by fertility and /immigrant/s has ended, but growth by transfers from the public system remains a possibility.
3. The proportions of the elementary school population choosing to attend the separate or public systems remain subject to fluctuation. Projections for public school enrolment are generally more successful than those for separate school enrolment.
4. Intermediate range projections based on actual live births have been reliable. Forecasts based on projected live births have had undesirable levels of error and must be reviewed often in order to take into account changes in immigration and interprovincial /migration/.
5. The 1975 elementary projections were generally satisfactory, the absolute errors for the various estimates ranging from .6% to .9%.
6. The 1975 secondary estimates were unsatisfactory; the figures by grade were underestimated by 1.7%, those by age were underestimated by 1.6%.
7. The projections by age (estimate 3) provide the lowest error; however, since boards require figures by grade, estimate 1 is generally recommended.

(MH)

Related Records ON00671; ON00672; ON00673; ON00674; ON00675; ON00676; ON00677; ON00678; ON00679; ON00680

Contracting Institution Ontario Institute for Studies in Education

Availability MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00682**

Munro, George; Crozier, Colin; Meyer, John R.
-- **Value Education and Moral Reasoning : Development, Application and Assessment (Intermediate and Senior Levels).**
-- Burlington : /Halton Board of Education/; Hamilton : /Hamilton Board of Education/, 1976. -- 90 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/MORAL/ /DEVELOPMENT/. /Student/s. /Senior public school/s and /secondary school/s
  /Test/s : Important Considerations Survey. Validation. Study example: /Grades 7-10/
/MORAL EDUCATION/. /Curriculum/ subjects. Senior public schools and secondary schools
  /Program/s. Development -- Study regions: /Hamilton/, /Halton County/ and /Wentworth County/
  /Teacher/s. /Inservice/ education
  /Teaching aid/s -- /Bibliographies/

ABSTRACT

Type of Study:
Methodological; Descriptive

Purpose:
To examine the components involved in the development, application, and assessment of a moral- values curriculum for grades 7-12.

Sample:
35 intermediate and secondary teachers from various schools, and about 2,201 grades 7-12 students from 20 schools in /urban/ and /suburban/ areas of Hamilton-Wentworth and Halton regions. The middle and secondary schools represented all social economic strata, and included one class each from 6 /vocational school/s representing /underachiever/s, /slow learner/s, and those with poor or damaged self concepts. Data collected 1975-76.

Methodology:
The teachers selected showed personal interest in the project and had a flexible disposition for innovative educational efforts. To develop instructional materials, a series of inservice sessions exposed inexperienced teachers to applications of a variety of moral-values models. The sessions are described in detail. Four components were recognized and methods of developing them are discussed: awareness, sensitivity, moral reasoning, and action. The Important Considerations Survey, judged sufficiently reliable for measuring moral reasoning, was field tested at the grade 7-10 level. The Moral Reasoning Score was also used for assessment. Tables.

Conclusions:
1. The cognitive-developmental-structural theory advocated by Kohlberg and others is the most adequately sound basis for moral-values development.
2. The /educational/ /environment/ for the development of values is as crucial or more so than the teacher; an optimum of moral support and communal development is required before sufficient impact can be made on students.
3. Inservice programs for teachers are most important; teachers who become involved in moral- values development programs must be characterized as open, sensitive, and morally mature.
4. The state of the art in assessment of affective skills and moral reasoning development is still in its infancy; assessment instruments are still too tentative and underdeveloped to be of consequence in short term procedures.
5. Provision should be made for the systematic development of instructional materials in values education that respond to the conceptual framework, societal shared values, scope and sequence, and local needs.
6. A team of specialists should clarify the nature of the society in which educators work, and assist in the development of a satisfactory rationale for values development.
7. For values development, an intensive form of inservice training should be applied on a long- term basis, with support from various agencies.

Special Features:
1. Separate bibliographies of books (43 items), teaching aids (5 items), multi-media kits and /game/s (41 items), /film/s (68 items), articles (7 items), monographs (8 items), and reference resources (5 items)
2. Summary and discussion of problem areas in moral values education

Tests Used in Research but not Included in Document:
The /Important Consideration Survey/; /Moral Reasoning Score/

(GC)

Related Records: ON00668

Contracting Institution: Halton Board of Education; Hamilton Board of Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00685**

Lawton, Stephen B.; Auster, Ethel

-- Educational Information System for Ontario : Second Interim Report.

-- Toronto : /Ontario Institute for Studies/ in Education, 1977. -- xii, 217 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/EISO/. /Educational/ /information system/s. /Ontario/
  Use. Affecting factors
  /Attitude/s of /user/s

ABSTRACT

Type of Study:
Comparative

Sample:
387 users of the Educational Information System for Ontario (EISO) over the first 16 months of operation. The Director of Education, a coordinator, a principal, and a teacher at a school board in the Northeastern region. Data collected from March 1976 to February 1977.

Methodology:
Six weeks after their searches had been completed, users were sent a user evaluation questionnaire to obtain information on: the organization and role of the user; /personal/ /characteristic/s; and levels of /satisfaction/. 2 /service/ evaluation data sheets were completed by the search analyst and the library assistant. To discover the impact of EISO on a school board, the Northeastern board personnel were interviewed. /Cost/s were analyzed and alternative methods of funding considered. Results were presented in tables, graphs, and charts.

Findings:
1. Of all EISO users: about 50% were from Toronto; 40% from school boards and the Ontario Institute for Studies in Education; about one-third were administrators, 71% held graduate degrees; 75% had access to /microfiche/ readers; 85% were satisfied with output.
2. Efforts to stimulate use in the Northeastern region were effective.
3. The most effective modes of information spreading were brochures and word of mouth among colleagues.
4. EISO was used for purposes consistent with the users' organizational roles.
5. The availability of a microfiche reader was a significant predictor of regular clients.
6. The most highly rated characteristics of the service were: the helpfulness of the search analyst; convenience of service, and quick delivery.
7. High levels of demand resulted in a moderate decline in service.
8. Ease of access and the organization and role of the user affected general satisfaction. Satisfaction with bibliographic materials was related to the number of citations and the percentage of references containing new information, with the most highly rated source being ERIC.
9. The major factor in cost determination was the level of demand: free searches increased demand; 15 to 30 dollars (which appeared the upper limit) had a deterrent effect.
10. Current duplication prices were about 25% of actual microfiche costs and 10% of journal article copies.
5. The alternatives for the organization of EISO are: a centralized system; a council to coordinate small services; and the replacement of EISO with many independent information services.

Conclusions:
1. A province-wide demand for educational information in computerized bases exists; a target of 60 searches per month is a realistic goal.
2. EISO is used as a resource and as an aid to decision making.
3. The high level of satisfaction has been maintained; information is effectively disseminated.
4. A single pricing policy is too restrictive; a greater proportion of the actual cost should be covered.

Special Features:
1. /Bibliography/ -- 7 items
2. Review of /ERIC/ Data Base Search Services in Canada

Tests Included in Document:
Self-made /questionnaire/; self-made Service Evaluation Data Sheet

(MEM)

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00686**

Rideout, E. Brock; Murray, John S.; Sylvester, Christine; Harris, Marion; Shanahan, Lindsay

-- **Educational, Social, and Financial Implications to School Boards of Declining Enrolments.**

-- Toronto : /Ontario Ministry of Education/, 1977. -- vii, 212 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/DECLINING/ /ENROLMENT/. /Elementary school/s and /secondary school/s
  Effects on /program/s and use of /educational/ /facilities/
/SCHOOL SIZE/. Elementary schools and secondary schools
  related to /cost/s per /student/ -- Study regions: /Ontario/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To study the relationships between minimum school size, quality educational program, and cost per student; and to investigate the alternative daytime uses of vacant space.

Sample:

1349 /teacher/s (T), 167 /principal/s (P), and 120 /administrative/ /personnel/ (AP), from 21 Ontario /boards of education/. 216 Ps and APs from 24 boards. Officials at 40 boards. Principals of 29 schools in 7 jurisdictions, using vacant space for other than regular instructional purposes. All board samples were selected to represent the major variations of size, type, geographic location, and the degree of urbanness found in the province. Data collected 1974-76.

Methodology:

Research on the adequacy of small secondary schools was reviewed. Questionnaires on the minimum satisfactory size of elementary schools were completed by Ts, Ps, and APs. Questionnaires on cost analysis were completed by the 216 Ps and APs, and per-student /teaching/, administrative and /custodial/ costs were calculated. The 40 boards were surveyed on their use of vacant space. The 29 Ps were interviewed; data on 12 of the 29 schools are presented as case studies. Tables and graphs show standard deviations, means, and coefficients of variability for categories of cost per student.

Findings:

1. There was no clear cut agreement on an absolute minimum size, but majority opinion favoured having at least 1 operating classroom at each level. For K-6 schools, 62% of Ps, 72% of Ts, and 75% of APs picked minimum sizes of 6 classes or more; for K-8 schools, 65% of Ps, 74% of Ts, and 80% of APs specified 8 or more classrooms as a minimum size.
2. Serious increases in cost per student (CPS) did not begin until schools fell below the 200 student level. The CPS of schools with fewer than 99 students was 46% higher than for schools with over 300; 52% higher than for schools with 400-499; and 42% higher than for schools with 800 or more. Corresponding figures for schools with 100 to 199 students were 23%, 28%, and 20%; for 200-299 students, 4%, 9%, and 1%.
3. Methods of utilizing vacant space included: sharing facilities with other boards; providing new and extended services such as /junior kindergarten/s, /enrichment/ of school /art/, /music/ or /library/ programs (30 out of 40 boards); expansion of /special education/ programs (66% of boards); /extracurricular/ and /recreational/ purposes; and uses by outside agencies.
4. The majority of Ps felt that the advantages of alternative uses of space far outweighed the disadvantages.

Conclusions:

1. Declining enrolments in secondary schools are not yet a major problem; smaller secondary schools could bring educational advantages and more /community involvement/ in programs and the use of vacant space, though costs are likely to increase.
2. The major educational disadvantages of small elementary schools, as seen by Ts, Ps, and APs, are inadequate coverage of specialty programs, a high proportion of mixed grades and the possible absence of librarians and /resource centre/s.
3. A school tends to become uneconomical to operate when its enrolment falls below 200 students or below 20 students per grade. The largest percentage increases are in administrative, custodial and secretarial personnel and in non-personnel costs.
4. The alternative daytime use of schools is very succesful, particularly when: users have separate entrances, telephones and schedules; mingling of users with the school population is informal; rules are made clear from the outset; and principals, teachers, office staff and users have positive attitudes.

Special Features:

/Bibliographies/ -- p. 22-25; p. 207-8; p. 211-12

Tests Included in Document:

Self-made /questionnaire/s

(TO)

Contracting Institution: /Ontario Institute for Studies/ in Education

Other System: ED 146 707

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00687
Murray, John S.
-- **Toronto Educational Governance and Multiculturalism Case Study : A Study of the Toronto School System in Terms of Governance and Multiculturalism and a Report on the IMTEC-U.S. Bicentennial Seminar on Managing Change in Urban Education.**
-- Toronto : /Ontario Ministry of Education/, 1977. -- 195 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/URBAN/ AREAS
  /Preschool education/
  /Educational/ /finance/
/SCHOOL/S. Urban areas
  /Government/ and /management/
  /Community involvement/, educational /objective/s, multiculturalism, and /teacher/s
  /Teacher education/

ANNOTATION

The report is a narrative account of a seminar held from October 10 to 29, 1976, sponsored by International Management /Training for Educational Change/ and the U.S. Office of Education, devoted to analysing the process of /change/ and to discussing the strategies used in various Western countries to plan, develop, implement, and manage change. The subtopics of the seminar were: Cultural Pluralism; Management, Governance, and Finance; Career Preparation; and Early Childhood Education.

Described are: the opening session sponsored by Harvard University and Lesley College; field site visits to Dallas, New York City, Salt Lake City, and San Diego; and the final session in Los Angeles. For each centre, the size and organization of the local school systems are indicated, background detail is given on the most pressing problems in each jurisdiction, and addresses and panel discussions on the seminar's subtopics are summarized.

The implications of the seminar's discussions for education in Ontario are briefly discussed under: multiculturalism, management and governance, finance, /career/ education, early childhood education, the change process in urban systems, national curriculum goals, community involvement, basics and /test/ing, /communication/ with the public, teachers and teacher training, /declining/ /enrolment/s, and /information system/s.

There follows an introduction to the Toronto Educational Governance and Multiculturalism Case Study: the study itself, prepared for and presented at the seminar, appears as an appendix. The introduction describes the process by which the case study was developed and gives a broad outline of the study's contents.

The study, a narrative account of the Toronto school system, discusses: the recollections of a woman involved with the Toronto system for over 80 years; the historical development of Canada and the Toronto board's response to successive waves of /immigrant/s; existing /program/s to ease the transition to /English/ /language/ or to maintain other cultures; the origins and operations of the work group on multiculturalism, with indications of the /cost/s of implementing their recommendations; current board policies and programs; and the findings from /interview/s conducted with 76 people in the school system and community, with an analysis of their interpretations of multiculturalism and of forces operating in support of and in opposition to change.

The study's appendices present: the methodology; a statistical and organizational profile of the school system: enrolments, staffing numbers, and costs of /New Canadian/ programs; the interview schedule; lists of Advisory Committee and preparation team personnel; and a /bibliography/ of 53 items.

(GC)

Contracting Institution: /Toronto Board of Education/

Other System: ED 148 963

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00688**

Roberts, Charles A.; Hogan, Tim V.; Tremaine, Ruth V.

-- A Study of Remedial Programs for Students with Severe Communications Disorders (Including Autistic Children) : Final Report.

-- Ottawa : /University of Ottawa/, 1976. -- xvi, 304 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/AUTISTIC/ /STUDENT/S
  Treatment and improvement of /speech/. Applications of /behaviour modification/
  /Teaching method/s
  /Language/. /Teaching/. Applications of /sign language/ -- study regions: /Ottawa/ -- Study examples: Ottawa Autistic Unit
/SPECIAL SCHOOL/S. Autistic students
  /Program/s -- Study regions: /U.S.A./
  /Ottawa Autistic Unit/. Programs. /Evaluation/
  Ottawa Autistic Unit. /Attitude/s of /parent/s

ANNOTATION

This is a report of a 2-year evaluation of an on-going, newly established educational program in Ottawa for autistic children administered by the Ottawa Board of Education for the eastern Ontario region.

Relevant literature is reviewed about various kinds of intervention techniques and programs in the treatment of autistic children: behaviour modification approaches to controlling undesirable behaviour; behaviour modification in shaping speech; language training programs using sign language; developmental sequences in language training; studies in small group instruction; and /special education/ methods.

The history and descriptive characteristics of the Ottawa Autistic Unit are outlined under: community services for the autistic prior to 1974; the Unit's establishment and first two years of operation; /identification/ and admission procedures; program development; research strategies; students' characteristics; teachers' characteristics; educational costs; the physical setup; and typical school day activities.

An evaluation of the program is presented in terms of the students progress and covers: changes in performance on psychological tests of /intelligence/, /achievement/, and /maturity/; observations of the student's school behaviour; and changes in performance in terms of the teachers' reports. An evaluation of teaching methods includes data on the observation of teachers' behaviour, and their competence in behaviour modification techniques. Parental opinion and recommendations about the Unit, obtained by questionnaire, are summarized under. assessment procedures; behavioural changes observed in their child; their capability to manage their child; their opinions about the school and summer programs; and plans for their child's future.

Five U.S. programs are described: The League School in Brooklyn; North Carolina's Division TEACCH; the Educational Regional Association (ERA) Program in Illinois; New Haven s Benhaven; and the Los Angeles County Autistic Project. The history, structure, admission criteria, philosophy, program, and distinctive features of each are outlined. The implications of the data on the Ottawa Unit are discussed and comparisons are made with some of the U.S. programs.

Recommendations for modifying and restructuring the region's educational and /remedial/ /service/s for severe /communication disorder/s are presented. Tables and graphs are included, as well as an 85-item /bibliography/.

(TO)

Related Records: ON 01096

Contracting Institution: University of Ottawa

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00689**

Eastabrook, Glen; Fullan, Michael; Clifford, Julia; Lounsbury, Donna; Hood, Nancy; Wismer- Beahen, Susan; Nurmi, Norm
-- **Bayridge Secondary School : A Case Study of the Planning and Implementation of Educational Change.**
-- Toronto : /Ontario Ministry of Education/, 1977. -- xi, 315 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/INNOVATIVE/ /PROGRAM/S. /Secondary school/s
/Planning/ and /development/ -- Study regions: /Frontenac County/ -- Study examples: /Bayridge S.S./

ANNOTATION

The report provides a systematized account of the dynamics of the processes involved in the planning and implementation stages of a new /school/ and its program. The planning from 1970 to summer 1974 and the formation of technological, philosophical and organizational goals in the development of basic ideas in Phase I and specific operational objectives in Phase II are described. The roles of committees and individuals, including the school /principal/, are examined. Data sources include relevant reports, newspaper accounts and interviews. /Attitude/s of /parent/s, /student/s, and /staff/, collected by questionnaires and interviews before and during the implementation stage, are described and tabulated. Topics include: /role/; /curriculum/; learning styles; /skill/s; /decision making/; and community issues. Implications of the planning phase are described.

Discussed in the account of the implementation stage, extending from the school opening in September 1974 to June 1976, are: the first year; the /methodology/ for /data collection/; the /flexible/ school /building/ structure; staff /organization/; /community involvement/; student /responsibility/; and how the planning did not relate effectively to subsequent events. 'Bayridge in Retrospect' covers planning phases I and II and the problems encountered in the implementation stage. Appendices include: a chronological description of events; student and parent /questionnaire/s; the staff /interview/ schedule, and a discussion of the implications of /shared facilities/. Also included are a 13-item /bibliography/ and a figure showing a paradigm for the analysis of change.

(MEM)

Related Records: ON00637

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: MF - $2.00; HC - $4.00 from Ontario Government Bookstore and OISE Publication Sales

FINAL REPORT (MINISTRY) **ON00690**

Willows, Dale M.

-- The Role of Pictures in Children's Readers.

-- Waterloo : /University of Waterloo/, Psychology Dept., 1977. -- 36 p., 44 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/TEXTBOOK/S. /Reading/. /Primary grade/s
/Illustration/s. Effects on /reading speed/ of students -- Study examples: /Grades 2-3/

ABSTRACT

Type of Study:
Experimental

Purpose:
To discover if the presence of pictures in beginning reading textbooks affects the reader's performance when reading words they can already decode, and to measure the amount of interference.

Sample:
Study I: 32 students (16 M, 16 F) randomly selected from 3 grade 2 classes. 2 groups randomly selected from 3 grade 3 classes: 34 students (15 M, 19 F) for the pictures-behind condition and 32 (16 M, 16F) for the pictures above condition. Study II: 91 students (48 M, 43 F) from 5 grade 3 classes; 74 students selected from the 91; and 48 selected from the 74 and divided into 16 good (G), 16 normal (N), and 16 poor (P) readers (8 Ms and 8 Fs in each) on the basis of reading comprehension and intelligence scores.

Methodology:
Study I: Gates-MacGinitie Reading Tests (GM) were administered to all students; IPAT Culture Fair Intelligence Tests were administered to the third graders. Students were required to read sets of words under 3 conditions: a control with no pictures; a related-picture condition; and an unrelated-picture condition. The 2 experiments differed in the subject's age (grade 2 vs grade 3) and location of pictures (behind vs above the words). Tukey's Test for honestly significant differences was used to compare mean reading times (RT) and number of errors (E) under the 3 conditions. Analyses of variance were computed on RT and E. Pearson correlation coefficients were computed between GM scores and the degree of interference to examine the relation of /reading ability/ to interference.
Study II : GM and IPAT were administered on 2 consecutive days; mean IQ and reading comprehension scores were obtained by averaging the 2 results. Students read about 90 one- syllable nouns under 3 major independent variables: reading ability; word difficulty (easy, moderate, difficult); and picture-word conditions (no picture, identifying and unrelated pictures). Analyses of variance were taken. Tables; graphs; standard deviations; means.

Findings:
1. Reading speeds differed considerably in the 3 treatment conditions; words were read more slowly whenever pictures were present.
2. /Distractibility/ was dependent on the picture's relevance; unrelated pictures produced more interference than related ones.
3. Younger, less skilled readers were more susceptible to distraction than were better readers; greater interference by irrelevant pictures was found for poorer readers.
4. To different degrees, all readers were influenced by the peripheral presence of pictures; G and N readers were less susceptible than P; the performance of G and N readers were similar to each other but differed from P; and P readers were consistently distracted by pictures.

Conclusions:
Children who are especially susceptible to visual distractions in a reading situation may actually be 'reading failures' as a result of adjunct pictures in their primers.

Special Features:
/Bibliographies/ -- 10 and 11 items

Tests Used in Research but not Included in Document:
/Gates-MacGinitie Reading Test/s; /IPAT Culture Fair Intelligence/ Test

(TO)

Contracting Institution: University of Waterloo

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00691**

Wright, Edgar N.; Shapson, Stanley M.; Eason, Gary; Fitzgerald, John
-- Effects of Class Size in the Junior Grades : A Study.
-- Toronto : /Ontario Ministry *of Education/*, *1977*. --ix, *130* p. *(Ministry of Education, Ontario. Contractual Research).*

SUBJECT

/CLASS SIZE/. /Junior grade/s
Study regions: /Metropolitan Toronto/ -- Study examples: /Grade 4/

ABSTRACT

Type of Study:
Comparative; Longitudinal

Sample:
Grade 4 students and teachers from 11 schools in Metropolitan Toronto, 810 parents in the second year; 500 (62%) responded. Data collected 1974-75.

Methodology:
exit
/Student/s and /teacher/s were randomly assigned to 34 classes of 16, 23, 30, and 37 students. In the second year, the same students and teachers similarly assigned with the condition that the students should not be in either the smallest or the largest class for both years, and that the teachers would not have a of the the largest class for both years, and that teachers would not have a class of the same size for both years.
Three annual questionnaires assessed teachers' expectations and attitudes. Parents completed an opinion questionnaire. Students' opinions and attitudes were assessed by attitude scales and a semantic differential. Student achievement was measured by Reading Comprehension, vocabulary, mathematics problem solving andmathematics concept scales of the Canadian Tests of Basic Skills and self-made measures of art and composition; academic self-concepts were assessed by the North York Self-Concept Inventory.
Observation one-half day, 8 times a year investigated student-teacher interaction, student participation and satisfaction, methods, emphasis, physical conditions, class atmosphere, and the use of educational aids. Frequency and percentage distributions, means, standard deviations, and F ratios are tabulated; graphs.

Findings:
1. Teachers expected small and large classes to be different and their experience supported their belief; observational data, however, did not support the teachers' experiences.
2. Student performance, /attitude/s, and opinions initially showed class size effects, but these disappeared after statistical controls were introduced.
3. Varying class size produced few changes in classroom functioning; the frequency with which students were addressed as individuals increased as class size was reduced below 30, but teachers did not spend more time talking to individual students in classes of 16 or 23.
4. /Academic achievement/ showed a statistically significant effect only in the mathematics concepts scores which increased in classes of 16.
5. Classes of 16 or 23 showed an increase in Indicators of Quality scores and were more frequently described as 'quiet'; there was some evidence that reading was taught more often in classes of 16 than in other classes.
6. There were no significant differences related to class size in the degree of student participation, the quantities of educational resources or aids available, the methods of instruction, the arrangement of furniture, or the student's self-concept.
7. /Parent/s preferred smaller classes; a majority believed class size affected many variables except parental participation; 29% did not think class size affected educational costs.

Conclusions:
1. Small classes are viewed as beneficial by teachers and parents.
2. The results cannot be generalized to other levels or kinds of education.

Special Features:
1. /Bibliography/ -- 54 items
2. /Literature review/

Tests Used in Research but not Included in Document:
/Canadian Tests of Basic Skil/ls; /Indicators of Quality/; /North York Self Concept Inven/tory; Toronto Class /Observation Schedule/; self-made art and composition measures, /questionnaire/s, and semantic differential

Notes:
Technical Supplement in separate volume - ON00697

(JG)

Contracting Institution: /Toronto Board of Education/

Other System: ED 147 923

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00692**

Fischer, Linda; Crawford, Susan Heffernen; Dargavel, Greg
-- **Perception of Sex Roles in Children's Media in Elementary Schools.**
-- Waterloo : /University of Waterloo/, 1977. -- 142 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/STUDENT/S. /Elementary school/s
 /Perception/ of /sex role/s related to sex and /socioeconomic/ /status/ -- Study examples: /Grade 2/

ABSTRACT

Type of Study:
Descriptive

Sample:
384 grade 2 students from 2 public (PS) and three separate schools (SS) representing 3 working class (WC) and 2 middle class (MC) areas.

Methodology:
4 cells of 3 classes were formed: SS-MC; SS-WC; PS-MC; and PS-WC. Within each of the 4 groups, 2 classes were randomly assigned to the experimental groups - story group (S) and puppet group (P) - and 1 to the control grou (C).

Tests were administered by a former classroom teacher. During the first week, all students were shown a stimulus card showing a /male/ and /female/ of similar age to the student involved in an activity; they were then asked to write a story in response. For the following 5 weeks, C students were shown cards depicting situations decreasing in strength of /stereotype/s; Ss watched a videotape of a story being read aloud and shown; Ps watched a videotape of a puppet show with the script adapted from the story. Videotapes were shown in the mornings; stimulus cards were presented in the afternoons with no explicit connection to the tapes. To test for long term effects, stimulus cards were presented for 2 weeks after the videotapes ended. All stories were analyzed for evidence of stereotyping by 2 independent coders using 326 categories; testing for clusters of male and female actions and attitudes was undertaken.

Findings:
1. There were no strong differences in the number of male and female characteristics the students assigned to the various activities, /attitude/s and attributes considered to be male or female.
2. No significant differences were recorded between the higher and lower social class groups.
3. There were no differences found between the girls' and boys' stories.

Conclusions:
Further research is needed on whether children operate on a multi-dimensional sex role-age model and at what ages or developmental stages the child restructures his world along the broader concepts of male-female.

Special Features:
1. /Annotated bibliography/ -- 25 items
2. Additional /bibliography/ -- 77 items
3. Appendices: Theories of /Socialization/ to Sex Roles: The Acquisition of Attitudes (Stereotypes) and Behaviours: Theories of Attitude Change: Sex differences in Behaviour
4. /Research Review/ and /literature review/

(MEM)

Contracting Institution: University of Waterloo

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON00693**

Reich, Carol M.; Reich, Peter A.

-- The Vocabulary of Primary School Children.

-- Toronto : /Toronto Board of Education/, Research Dept., 1977. -- 41 p. (-- Report ; 144) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/STUDENT/S. /Primary grade/s

/Language development/ and /oral/ /vocabulary/ related to /first language/ and /socioeconomic/ /characteristic/s -- Study regions: /Toronto/

ABSTRACT

Type of Study:

Comparative; Experimental

Purpose:

To compare existing vocabulary lists for students in the early grades; to collect language samples from 4 groups of Toronto children; to construct a new vocabulary list and compare it with previous lists; and to analyze the linguistic complexity among the 4 groups.

Sample:

457 students in grades 1, 2, and 3 at 4 schools selected to represent 4 types: Canadian- advantaged; Canadian-disadvantaged; New Canadian (integrated)-disadvantaged; New Canadian (segregated)-disadvantaged. Data collected 1972-73.

Methodology:

Teachers encouraged students to tell stories about personal events; stories and conversations were taped.

Findings:

1. Very high levels of agreement were found among previously published lists for function words. Agreement among lists based on written materials was nevertheless still quite high.
2. Agreement among lists derived from different studies of children's /speech/ including this one, was considerably less.
3. Agreement among the lists for content words from the four Toronto populations was considerably higher than agreement of the Toronto lists with other oral lists or agreement of other oral lists among themselves.
4. Both economically advantaged and /disadvantaged/ children, as well as those from non- English backgrounds, were equally talkative and had equally rich vocabularies.
5. On some other measures of language development, specifically grammatical complexity, use of advanced constructions, and avoidance of grammatical errors, group differences did emerge.
6. It was found that the scores of economically disadvantaged children were much lower than those of advantaged children. The scores of disadvantaged children from non-English speaking backgrounds were slightly lower still, followed by the scores of non-English speaking children from an ethnically segregated school.
7. The vocabulary of the four Toronto groups was also compared with the vocabulary in six beginning reading series. There were very high levels of agreement with children's speech for function words and only moderate levels of agreement for content words.

Conclusions:

1. The oral vocabulary of children is quite different from material written for children.
2. The oral vocabulary of children is quite sensitive to the manner in which it is collected.
3. Procedures that encourage children to talk about their own experience seem to yield quite similar vocabulary from different groups of children.
4. Differences due to socioeconomic status far outweigh the effects of language background.

Special Features:

1. /Bibliography/ -- 20 items
2. Word lists

(AUT)

Contracting Institution: Toronto Board of Education

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00694

Silverman, Harry

-- **The Educational Applications of the Ontario Crippled Children's Centre (O.C.C.C.) Symbol Communication Program for Other Groups of Exceptional Children.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 199 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/COMMUNICATION/. /Autistic/ and /mentally handicapped/ /student/s
  Use of /Blissymbol/ics
/COGNITIVE/ /ABILITY/. /Cerebral palsied/ students
  /Test/s. Applications of Blissymbolics -- Study examples: /Ontario Crippled Children's/ Centre

ABSTRACT

Type of Study:

Descriptive

Purpose:

To assess the suitability of the Blissymbolic Communication System (BCS) as an alternative mode of communication for groups of /nonverbal/ autistic (AUT) and /retarded/ (RET) children and as a means of evaluating the cognitive abilities of cerebral palsied (CP) children.

Sample:

AUT study: Phase I - 6 males, ages 8-11 (4 withdrew); Phase II - 4 males ages 7-11 (1 withdrew) leaving 5 subjects. RET study: 11 males and 6 females ages 7-12, 4 severely RET and 13 trainable. CP study: 7 males and 3 females ages 10-12 from OCCC who had learned BCS to the 400 symbol vocabulary level. Data collected 1975-76.

Methodology:

AUT Study: The types of communication attempted, spontaneous vocalizations and verbal commands obeyed, and the level of general control of the child exercised by parents and teachers were determined. 3 Phase I children were instructed in BCS at home by their mothers, 3 at school by teachers. Phase II subjects were instructed at home. Teachers and mothers were trained in /behaviour modification/ and BCS. /Mother/s were supervised and home programs assessed. During a prelanguage section, /positive reinforcement/ was used to elicit desired training /behaviour/. The language section was designed to teach specific sequences of symbol output based on a 30 /symbol/ /vocabulary/.

Postmeasures included: number of symbols learned and comprehended; use of symbols in respondent and initiated communication; spontaneous communication; and length of utterances. RET Study: 6 children were selected from an elementary school for the /trainable/ RET, 11 from residential centres. BCS was fully integrated into the child's educational program by the teacher over 1 academic year. Progress reports completed by teachers at the beginning and the end of the year considered: symbol /identification/ and /comprehension/; use of symbols in respondent and initiated communication; use of symbols to extend the range of communication; and inter-/peer/ communication. CP Study: A battery of tests were administered to evaluate intellectual and cognitive tasks. Tables.

Findings:

1. Of the 5 AUT children at the end of the study, 1 developed speech; 2 developed efficient symbol skill (65% and 80% respectively of the initial 30 symbol vocabulary) using symbols in approximately 60% of response situations but not using them spontaneously; 1 learned only the initial group of 10 symbols but did not use them; and 1 learned no symbols.
2. At the beginning of the RET study, communication attempts consisted of gestures and unintelligible vocalization; at the end, all but 1 demonstrated good to excellent proficiency as rated by their teachers in symbol learning, understanding, and use in respondent and expressive communication.
3. All CP subjects developed reasonably high levels of proficiency in the use of BCS, but the testing process was extremely slow and laborious.

Conclusions:

1. BCS possibly has a potential value as an alternative communication system for AUT children and perhaps as a transitional medium between non-communication and /speech/.
2. BCS is a viable alternative to speech for non-verbal RET children although for the severely RET, progress toward symbol communication tends to be slower than for the trainable RET.
3. Extensive modifications must be made to the testing instruments in order to satisfactorily apply them to CP children.

Special Features:

1. /Bibliographies/ -- p. 70-87; 154-56; 197-99
2. /Literature review/s on /autism/, retardation, /communication disorder/s, and intellectual assessment of cerebral palsied children
3. Blissymbolic Communication Foundation Symbol Teaching Guideline

4. OCCC's considerations in assessing a child's communication needs
5. Sample case studies on autistic subjects

(TO)

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00695

Silverman, Harry

-- The Development of a Classroom Symbol Display for Physically Handicapped Non-Verbal Children.

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 115 p. in various pagings. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/BLISSYMBOL/ICS
  /Equipment/ and /teaching method/s
  Use by /physically handicapped/ /student/s

ANNOTATION

The /communication/ problems of non-verbal children with a variety of physical handicaps are reviewed and Blissymbolics, a system using arbitrary, pictorial, /ideographic/ symbols that can be combined to form new concepts, is explained. Described under previous research are: the development of a teaching methodology for Blissymbols; modifications made to the system and its introduction into the educational program of the Ontario Crippled Children's Centre; the development of a variety of symbol display and interface units culminating in a compact electronic scanning device able to display 512 Blissymbols; and the production of a number of symbol vocabularies structured in a hierarchical developmental sequence.

Described under present research are: modifications made to the design and electronics of the 512 personal display to allow for composition of a message on the personal display for transmission in its entirety to a classroom display via a remote radio link; the components and operating principles and procedures of the classroom display; and the development of a symbol printer, with notes on the dot pattern format, the memory scheme for storing dot patterns, symbol reconstruction, the print mechanism, control system electronics and head and motor drive electronics.

Also included are: suggestions for future research; a 9-item /bibliography/; 100, 200, 400, and 512 symbol /vocabularies/; drawings and specifications of the personal and classroom displays; and the schematics, parts list and layout and printed circuit board artwork of the drive electronics of the symbol printing communication aid.

(GC)

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON00696**
Silverman, Harry
-- **The Formative Evaluation of the Ontario Crippled Children's Centre Symbol Communication Program.**
-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 314 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/NONVERBAL COMMUNICATION/S. /Cerebral palsied/ /student/s and /physically handicapped/ students
Use of /Blissymbol/ics. Evaluation -- Study examples: /Ontario Crippled Children's/ Centre

ABSTRACT

Type of Study:
Descriptive

Purpose:
To evaluate Bliss /symbol/ usage by /nonverbal/ /handicapped/ children in an educational context.

Sample:
157 young, physically handicapped, primarily cerebral palsied, children (88 male and 69 female). The children had severe respiratory, phonatory, and articulatory problems and IQ ranging from 'severely retarded' to 'superior'. 50 instructors (I) and parents from 32 settings in Canada and U.S.A. A subsample of 111 children who lived near Toronto and were representative of the whole sample, and 34 Is from 19 settings, was formed. Data collected 1974-75.

Methodology:
Initial descriptions of the children included: personal statistics; past and present symbol status; physical and educational background; speech information; visual and auditory abilities; psychological assessment; and attitude to communication. To investigate factors affecting symbolic /communication skill/s and the effect of symbolic communication on a child's development a basic set of symbols was introduced to all children as an integrated part of their educational program. The set was increased with symbols related to the student's experience, interest, and developmental level.
The investigation of the child's understanding and use of communication generally and as applied to Bliss symbols included: means of communication; level of SC; skill with symbols; communication and equipment needs; with whom the child communicated; and the extent and use of symbols. /Academic/ /skill/s of readers and non-readers were explored. Data were collected by means of: a progress report; an ongoing report on attendance, behaviour, and symbol display and creations; and a program progress report on classroom programming. Report forms were completed at the beginning, 5 times during and at the end of the year, when descriptive data again were collected.
An I questionnaire was administered and 3 interviews with all subsample Is. Analyses used 160 variables, the main ones being IQ, experience, age, degree of disability, and Symskill measure of skill with symbols. Included are frequency data, comparisons of data from December 1974 and December 1975, analyses of variance, regression analyses, and correlations. Tables.

Findings:
1. /Intelligence/ and /age/ had a strong and consistent effect on communication and academic variables.
2. For the total sample: /IQ/, /visual/ /attention span/, alertness and /speech/ prognosis showed no change; /language/ /comprehension/ decreased; interest in communications and symbols, and the ability to use and deal with new symbols increased.
3. /Retarded/ students displayed a significant increase in IQ, alertness and language arts; language comprehension showed no significant change.

Conclusions:
Bliss symbols are a viable communication alternative to speech for non-verbal orthopedically handicapped children.

Special Features:
1. /Bibliography/ -- 57 items
2. Symbol /teaching/ /guideline/s

Tests Included in Document:
Self-made parent /questionnaire/; self-made instructor questionnaire

(MEM)

Related Records: ON00694

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT ON00697
Wright, Edgar N.; Shapson, Stanley M.; Eason, Gary; Fitzgerald, John
-- **Technical Supplement : A Study of the Effects of Class Size in the Junior Grades.**
-- Toronto : /Toronto Board of Education/, Research Department, 1977. -- 265 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/CLASS SIZE/. /Junior grade/s
/research/

ANNOTATION

This supplement deals primarily with the procedures, design and data employed in the main report. Discussed are the various procedures for: obtaining the participation of Toronto grade school students, teachers and parents in the study; the /research methodology/ used in assigning the participants to differing class sizes and assigning class sizes to schools for observation throughout the study from 1974 to 1976; and scheduling data collection.

Included in the report is a copy of the Toronto /Classroom/ /Observation Schedule/ and a manual for its implementation by observers. The topics covered in the manual are: Teacher Verbal Behaviour, Individual Pupil Participation; Pupil Aggressive Behaviour, and rating and coding information. Observer training and field testing and the assessment of reliability are described; and the distributions of contextual descriptors and observational data and tables of class size means and standard deviations, with F values, of variables not affected by class size are presented.

A critical review of Olson's studies on class size and indicators of quality is presented to further validate the development of the main study. Also included are: questionnaires for teachers and parents; semantic differential forms for students and teachers; student self- concept and attitude scales; notes on procedures and administration of the Canadian Tests of Basic Skills; and notes on art and composition assessment. Tables accompany the discussion of the various instruments.

Tests Included in Document:
/Toronto Classroom Observa/tion Schedule; self-made /questionnaire/s

(JP)

Related Records: ON00691

Contracting Institution: Toronto Board of Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT **ON00700**

York County Board of Education. Research Office

-- Student Attitudes Toward Thornlea Staff, Students, and Organizational Practices.

-- Aurora : /York County Board/ of Education, Research Office, Division of Planning and Development, 1969. -- 25 p. in various pagings. (-- /Thornlea review studies/ ; 1968:1969)

SUBJECT

/THORNLEA S.S./ /Secondary school/s. /York County/
/Organization/, /program/s, /service/s and /teacher/s. /Attitude/s of /student/s
Students. /Self concept/ and /social relations/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To obtain students' opinions about various facets of their school and thus help discover and solve perennial problems of setting and achieving joint goals.

Sample:

406 randomly selected students at Thornlea High School. Data collected 1968-69.

Methodology:

Using a semantic differential approach, 101 subjects differentiated among various possible feelings using a scale stretching between antonyms set in relation to a structure, teacher, or program. Two other groups (95 and 105 respectively) used a variant method. One triggering concept was employed and responses were scaled by single reactive words or phrases. Using a behavioural differential approach, respondents were asked to indicate a behaviour toward the object (a person, group) under consideration in a given situation. As a reality check, 105 students filled out a questionnaire giving information about specific /interaction/ with Thornlea staff. Tables of absolute frequencies; discussions.

Findings:

1. Overall, students expressed a very high level of personal satisfaction with the Thornlea program.
2. The typical Thornlea teacher was seen as high on the scales of helpfulness, capability, successfulness, approachability, and friendliness.
3. About 15 per cent of the students harboured some hostile feelings towards their teachers; another 15 per cent were ambivalent.
4. The /Guidance/ and /Counselling/ Services were widely respected and used by students.
5. Activity periods were highly praised, but /homeroom/ functions were widely disliked.
6. Opinions varied greatly about the merits of the classroom periods, the School Policy Committee and the /house system/.
7. Students' self images were not very high, with the exception of self-views of sociability.
8. As the school year progressed, two antagonistic groups emerged. The groups were marked by differences in dress, grooming, attitudes towards school and learning, and socioeconomic background.

Tests Included in Document:

3 self-made /questionnaire/s

(PO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00701**

York County Board of Education. Research Office

-- The Thornlea Community Looks at Objectives for its High School.

-- Aurora : /York County Board/ of Education, Division of Planning and Development, Research Office, 1969. -- 41 p. in various pagings. (-- /Thornlea review studies/ ; 1968-69)

SUBJECT

/THORNLEA S.S./ /Secondary school/s. /York County/
/Educational/ /objective/s. /Attitude/s of /parent/s, /student/s, and /teacher/s

ABSTRACT

Type of Study:

Pilot; Comparative

Purpose:

To compare and measure the degree of concordance of high school objectives among teachers, students, and parents (or guardians) in the Thornlea community.

Sample:

All Thornlea staff except the principal. 25% of the student population randomly polled; 79% or 112 students (57 males, 55 females) responded. 103 parents (20%) were randomly polled; 58% responded, but only 51 questionnaires were usable in all respects. Data collected Spring 1969.

Methodology:

Subjects reacted to lists of general and behavioural objectives. Respondents selected and ranked their four priority objectives from lists of general and behavioural objectives, predicted the four priority choices of their /peer/s, and predicted for the other two groups. Responses were scored on a frequency choice scale and a weighted scale. Tables; illustrations; frequencies, rank-order correlation coefficients.

Findings:

1. Discrepancies between the general objectives of the three groups were not terribly great.
2. Over 50% of all respondents agreed that the development of students capable of developing their potential talents was a priority, as was the development of self awareness, self adjustment, and sensitivity in learners.
3. High /academic achievement/ by students was given low priority; assuring that students would not drop out of school was given a very low priority.
4. Students made very good predictions of their peers' responses, good predictions of parents' responses, and poor predictions of teachers' responses.
5. Teachers made very good estimates of other teachers' choices, but the correlation of teachers' estimates and parents' choices was low, and of teachers' estimates and students' choices, no better than chance.
6. On behavioural objectives, over 50% of all respondents expected students to demonstrate skill in thinking critically and judging soundly, to accept a shared responsibility for the organization of their own learning, to demonstrate skills required to pursue self-directed learning, and to use opportunities for /independent study/ effectively.
7. Job oriented education and education which called for conformity to adult fashions were lowly rated; the most lowly rated was education which called for students to display 'creative excellence'.
8. Correlations of all estimates with parents' actual responses were no better than chance.
9. The sex, age and educational background of respondents offered economical, but not full or satisfactory explanations for certain distributions.

Special Features:

Supplement outlining trustees' responses

Tests Included in Document:

Self-made /questionnaire/s

(PO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00702
York County Board of Education. Research Office
-- **The Open Plan School as a Response to Change.**
-- Aurora. /York County Board/ of Education, Division of Planning and Development, Research Office, 1970. -- 7 p. (-- /Studies of open education/ ; 1)

SUBJECT

/OPEN PLAN/ /SCHOOL/S

ABSTRACT

Type of Study:
Discursive

Purpose:
To briefly summarize the philosophy and organization of and some preliminary research results on open plan schools and to outline plans for such schools in /York County/.

Methodology:
Open plan schools are discussed as an answer to the obsolescence of much of the discipline- oriented education of the earlier curriculum. Topics include: relevance, /freedom/ of the learner, /creativity/, and the emphasis on /learning/ above /teaching/; /architectural/ innovations such as /team teaching/ rooms, seminar rooms, and /resource centre/s, the flexibility of the new system for varying /class size/s, implementing /nongraded/, /continuous progress/ for students, and varying space through the use of moveable space dividers; and early studies of open plan schools.

Conclusions:
1. Early research studies of open plan schools are encouraging to supporters of the new system but cannot be considered proof of its superiority to other types of schools.
2. Staff development is required to support the new types of schools, and this process will take more time to effect than architectural changes in school buildings.

(DP)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00703**

Burnham, Brian

-- A Day in the Life : Case Studies of Pupils in Open Plan Schools.

-- Aurora : /York County Board/ of Education, Division of Planning and Development, Research Office, 1970. -- 62 p. (-- /Studies of open education/ ; 2))

SUBJECT

/OPEN PLAN/ SCHOOLS. /Elementary school/s. /York County/
/Student/s. /Behaviour/
/Student-teacher/ /relationship/s -- Comparisons with /traditional plan/ schools

ABSTRACT

Type of Study:
Comparative

Purpose:
To compare the experiences of York County students in open plan and conventional schools.

Sample:
10 K-8 students in 4 open plan (OP) schools. 5 /K-8/ students in 3 conventional (C) schools. Matched for age of schools, socioeconomic conditions, general geographic location. Data collected 1970.

Methodology:
A team of principals was trained in /observation/ methods and individually observed classroom behaviours according to a self made observation schedule. /Interview/s were conducted with individually observed students and bibliographical data were collected. 10 /case studies/ are presented.

Findings:
1. Opportunity for and use of /decision making/ in matters concerning students was low and about the same for both groups.
2. 90% of OP and 40% of C students initiated their own activities.
3. A large majority displayed personal /responsibility/ in both situations. 70% of OP and 40% of C students were observed to make good use of this responsibility.
4. Cooperative /planning/ (teacher-teacher, student-teacher) took place in 80% of OP and 20% of C schools.
5. 60% of OP and 40% of C students demonstrated inquiry by raising pertinent questions.
6. Student responses to teachers and other students were favourable and about the same in both groups.
7. All OP students' and half the C students' /environment/s were described as warm.

Conclusions:
1. Although there are no clear indications of casual relationships (because of the limited sample and many individual differences in students' experiences) there seems to be a trend toward a number of observable behaviours in OP schools.
2. In OP schools there is more student initiated behaviour; more students carry through when responsibility is initiated; cooperative planning is much more evident; more student inquiry is observed; the environment is seen as warm; and structure can be provided for students that need it.

Special Features:
/Bibliography/ -- 33 items

Tests Included in Document:
Self-made /observation schedule/

(GC)

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00704**

Burnham, Brian

-- Reading and Mathematics Achievement of Grade 1 Pupils in Open Plan and Architecturally Conventional Schools.

-- Aurora : /York County Board/ of Education, Division of Planning and Development, 1971. -- 6 p. (-- /Studies of open education/ ; 5)

SUBJECT

/STUDENT/S. /Grade 1/. /Open plan/ schools. /Elementary school/s
/Academic achievement/ in /mathematics/
/Reading achievement/ -- Study regions: /York County/ -- Comparisons with students in /traditional plan/ schools

ABSTRACT

Type of Study:

Comparative; Longitudinal

Sample:

89 grade 1 students in 2 open plan schools (OPA and OPB); 425 grade 1 students in 9 conventional schools selected on the basis of proximity and similarity to OPA and OPB. Data collected 1971.

Methodology:

Canadian Cognitive Abilities Test (CCAT) and mathematics and reading subtests of the Metropolitan Achievement Test (MAT) were administered to 1,097 students in 47 classes at 22 schools in order to determine county means. OPA scores compared with scores from 4 schools; OPB scores compared with scores from 5 schools. Analysis of variance; table.

Findings:

1. CCAT results for OPA, OPB, and all 9 control schools were not significantly different. Scores were slightly below the county mean, but were higher than the Canadian norm.
2. County mean for MAT reading subtest was 1.8. OPA mean was 1.8; control school means ranged from 1.5 to 2.2, with an average of 1.7. OPB mean was 1.9, control school means ranged from 1.3 to 2.1, with an average of 1.7.
3. County mean for MAT mathematics subtest was 1.8. OPA mean was 1.6; controls' means ranged from 1.5 to 2.0, with an average of 1.7. OPB mean was 2.0; controls' means ranged from 1.4 to 1.9, with an average of 1.7.
4. Differences between OPA, OPB, and their respective controls were not significant.

Tests Used in Research but not Included in Document:

/Canadian Cognitive Abilities/ Test (1970), Primary 1, Form 1; /Metropolitan Achievement Test/ (1970), Primary 1, Form G

(GC)

Related Records: ON00705, ON00706, ON00707, ON00708, ON00709

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00705**

Burnham, Brian

-- Reading, Spelling, and Mathematics Achievement of Grade 2 Pupils in Open Plan and Architecturally Conventional Schools.

-- Aurora : /York County Board/ of Education, Research Office, Division of Planning and Development, 1973. -- 9 p. (-- /Studies of open education/ ; 6)

SUBJECT

/STUDENT/S. /Grade 2/. /Open plan/ schools. /Elementary school/s
/Academic achievement/ in /mathematics/ and /spelling/
/Reading achievement/ -- Study regions: /York County/ -- Comparisons with /traditional plan/ schools

ABSTRACT

Type of Study:
Comparative; Longitudinal

Sample:
142 grade 2 students in 2 open plan schools (OPA and OPB); 526 grade 2 students in 5 schools matched with OPA and 5 schools matched with OPB on a number of dimensions; 366 grade 2 students in 6 other county schools. Data collected in 1972.

Methodology:
Canadian Cognitive Abilities Test (CCAT) and 7 reading, spelling, and mathematics subtests of the Metropolitan Achievement Tests (MAT) were administered to all students. Analyses of variance; means; tables.

Findings:
1. On CCAT, with a test norm of 100, mean IQ scores were: 105 for OPA and 104 for OPB; 108 for OPA's control schools and 108 for OPB's control schools; and 109 for the county as a whole. Means for OPA and OPB were significantly lower.
2. Means on the MAT reading subtest (test norm, 2.6) were: OPA, 2.9; OPB, 2.9; OPA's controls, 2.8 (range, 2.6 to 3.5); OPB's controls, 2.8 (range, 2.5 to 3.1); all county, 2.6.
3. Means on the MAT spelling subtest (test norm, 2.6) were: OPA, 3.1; OPB, 3.0; OPA's controls, 3.0 (range, 2.6 to 3.7); OPB's controls, 3.0 (range, 2.5 to 3.3); all county 2.6.
4. Means on the MAT mathematics subtest (test norm, 2.7) were: OPA, 2.6; OPB, 3.1; OPA's controls, 2.9 (range, 2.5 to 3.1); OPB's controls, 2.8 (range 2.6 to 2.9); all county, 2.9.

Tests Used in Research but not Included in Document:
/Canadian Cognitive Abilities/ Test (1970), Primary 2, Form 1; /Metropolitan Achievement Test/ (1970), Primary, Form F

(GC)

Related Records: ON00704; ON00706; ON00707; ON00708; ON00709

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00706

Day, Hymie I.

-- **Curiosity and Creativity Among Pupils in Open Plan and Architecturally Conventional Schools : A Progress Report.**

-- Aurora : /York County Board/ of Education, Research Office, Division of Planning and Development, 1973. -- 7 P. (-- /Studies of open education/ ; 7)

SUBJECT

/STUDENT/S. /Open plan/ schools. /Elementary school/s

/Creativity/ and /curiosity/ -- Study regions: /York County/ -- Study examples: Grades 2 and 5 -- Comparison with students in /traditional plan/ schools

ABSTRACT

Type of Study:

Comparative; Longitudinal

Sample:

I: All /grade 5/ students (n not given) in 2 pairs of matched schools: /Meadowbrook P.S./ (M), an open plan /urban/ school; /Whitchurch Highlands P.S./ (WH), an open plan /rural/ school; /Maple Leaf P.S./ (ML), a traditional urban school; and /Kettleby P.S./ (KY), a traditional rural school.

II: 288 /grade 2/ students, 99 at M, 38 at WH, 102 at ML, and 49 at KY. Data collected 1970-72.

Methodology:

I: Curiosity and creativity tests were administered, some to all students, some to 12 randomly selected students in each of the 4 schools.

II: Tests measuring 19 dimensions of ability, achievement, curiosity, creativity, and /attitude/ to /school/ were administered. Analyses of variance; tables.

Findings:

1. There were no significant differences among grade 5 students on eagerness to understand ambiguity or curious personality. M and KY students scored higher on fluency in guessing; ML students had the highest scores on creative fluency and flexibility.
2. Among the 48 selected grade 5 students, there were no significant differences on the 6 curiosity measures or on /aesthetics/ or originality of mosaic construction, story writing originality, or eagerness to understand ambiguity. ML students scored significantly higher on creative fluency, flexibility, originality, and elaboration; M and KY students scored significantly higher on fluency in guessing; WH and ML students scored significantly higher on story writing quality.
3. Although there were some differences among the grade 2 students in the 4 schools on a few of the tests, these were not systematic and did not point to any real distinctions among the schools.

Tests Used in Research but not Included in Document:

/Day Specific Curiosity Inventory/, /Haywood Motivational Preferen/ce Inventory; /Torrance Tests of Creative/ Thinking

(GC)

Related Records: ON00704; ON00705; ON00707; ON00708; ON00709

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00707

Cooke, Geoffrey

-- Problems of Teacher-Student Organisation in Openrooms.

-- Aurora : /York County Board/ of Education, Research Office, Division of Planning and Development, 1973. -- 8 p. (-- /Studies of open education/ ; 8) .

SUBJECT

/OPEN PLAN/ /SCHOOL/S
  /Organization/, /administration/ and /class management/
  /Student-teacher/ /relationship/s

ANNOTATION

The report presents excerpts from a summary of the author's thesis written after visiting 13 open plan and 13 architecturally conventional schools in southern Ontario. 2 of the schools were in York County.

After a brief description of the background to the open plan philosophy, four components necessary to realize an /open education/ strategy are listed: goals and curricula; facilities and materials; social organization of the learning situation; and beliefs, attitudes, ideology and values. The range of internal organizations observed in the 26 schools are briefly discussed, as are new organizational patterns required to make open space work.

Described are: changes in the roles of /student/s and teachers; changes in /behavioural/ /norm/s and control patterns; factors in teachers' decisions about the strictness of the /rule/s to be applied; and the /role/ of /principal/s and administrators in changing /teacher/s' /attitude/s and in presenting an integrated rationale for their open schools.

(GC)

Related Records: ON00704; ON00705; ON00706; ON00708; ON00709

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00708**

York County Board of Education

-- Development of Children's Moral Reasoning Power.

-- Aurora : /York County Board/ of Education, Research Office, Division of Planning and Development, 1973. -- 7 p. (-- /Studies of open education/ ; 9)

SUBJECT

/MORAL/ /DEVELOPMENT/. /Student/s. /Elementary school/s

Effects of /moral education/ -- Study regions: /York County/ -- Study examples: Grades 5-6

ABSTRACT

Type of Study:

Comparative; Longitudinal

Sample:

/Grade 5/ students (n not given) in 1970-71 at 4 schools; /grade 6/ students (n not given) at 2 of these schools in 1971-72. Data collected 1970-73.

Methodology:

Experimental students (E) participated in twice-weekly sessions, discussing moral responses to simulated or actual situations where human values conflicted. Initial moral reasoning ability determined by testing in 1971; posttests were administered in 1972 and 1973.

Findings:

1. Control and E students initially were at the same level of moral reasoning. Over the first year, both groups advanced to significantly higher but comparable levels.
2. After 2 years, although both groups advanced, the lowest level of value reasoning had been eliminated among E, but not control students; and a higher level of moral reasoning had emerged among E, but not control students. These differences were significant.

Conclusions:

1. Students in the two-year program demonstrate greater flexibility and range in examining value issues.
2. Of the wide range of suitable /teaching method/s for stimulating moral reasoning, /current affairs/ study seems to be particularly appropriate for upper elementary students.
3. School, OISE, and board staff members should discuss broader use of moral development in current programs, especially /social studies/, and explore other applications of the findings.

(GC)

Related Records: ON00704; ON00705; ON00706; ON00707; ON00709

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00709

Burnham, Brian

-- **Reading and Mathematics Achievement of Grade 3 Pupils in Open Plan and Architecturally Conventional Schools : The Third Year of a Longitudinal Study.**

-- Aurora : /York County Board/ of Education, Research Office, Division of Planning and Development, 1973. -- 16 p. (-- /Studies of open education/ ; 10)

SUBJECT

/STUDENT/S. /Grade 3/. /Open plan/ schools. /Elementary school/s
  /Academic achievement/ in /mathematics/
  /Reading achievement/ -- Study regions: /York County/ -- Comparisons with students in /traditional plan/ schools

ABSTRACT

Type of Study:

Comparative; Longitudinal

Sample:

155 grade 3 students in 2 open plan schools (OPA and OPB); 409 grade 3 students in 7 conventional plan schools (CPA and CPB) matched with OP schools on students' IQ, location, teachers' academic qualifications, and 'class load'; 521 grade 3 students in 9 other schools. 3 teachers in OPA, 6 teachers in the 3 CPA schools, 3 in OPB, and 9 in the 4 CPB schools. Data collected 1973.

Methodology:

Reading and Mathematics subtests of the Metropolitan Achievement Tests were administered to all students. Grade equivalents and percentiles are given for each subtest and means are given for total scores. Analyses of variance; tables. Data on /teacher/s' /qualification/s, /experience/ and /sex/ were collected; class load averages were calculated.

Findings:

1. Means for reading subtests were: 57.2, OPA; 50.8, CPA; 45.4, OPB; 51.9, CPB; 57.2, all county; 53.0, test norm.
2. Means for mathematics subtests were: 61.6, OPA; 61.2, CPA; 61.4, OPB; 64.0, CPB; 70.0, all county; 62.0, test norm.
3. Reading scores at OPA were significantly higher than those at CPA schools; OPB reading and mathematics scores were significantly lower than those at CPB schools; scores at OPA, OPB, CPAs and CPBs were significantly lower than the county mean.
4. Average class loads were: 36.0, OPA; 30.7, CPAs; 25.3, OPB; and 28.9, CPBs.
5. The 3 /female/ teachers at OPA averaged 5.0 years of experience; 1 had a degree. The 1 /male/ and 5 female teachers at CPAs averaged 7.9 years of experience; 1 had a degree.
6. The 1 male and 2 female teachers at OPB averaged 3.3 years of experience; 1 had a degree. The 1 male and 8 female teachers at CPBs averaged 4.8 years of experience; 2 had degrees.

Tests Used in Research but not Included in Document:

/Metropolitan Achievement Test/s, Elementary Battery, Form G

(GC)

Related Records: ON00704; ON00705; ON00706; ON00708; ON00707

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00710

Burnham, Brian

-- Evaluating an Alternative to 'Junior Kindergartens' : Research on Four-Year-Olds Who Enrolled in Regular Kindergarten Classes in York County, 1969-72.

-- Aurora : /York County Board/ of Education, Research Office, 1973. -- 5 p.

SUBJECT

/EARLY/ /ADMISSION/. /Student/s. /Elementary school/s

Effects on /academic/ /promotion/, /reading readiness/ and subsequent /academic achievement/ - - Study regions: /York County/ -- Study examples: /Kindergarten/

ABSTRACT

Type of Study:

Comparative; Longitudinal

Sample:

I: about 1,000 students granted early admission to kindergarten (K) in 1969. II: 140 students granted early admission to K in 1971. Data collected 1971-72.

Methodology:

I: Canadian Cognitive Abilities Test (CCAT) and Metropolitan Achievement Test (MAT) were administered to students in their grades 1 and 2 years.

II: Teachers rated students' development on a 7-point scale on 3 dimensions. Promotion was determined by personal maturity, social adjustment and reading readiness measured, in 24 of 29 schools, by Watson Reading-Readiness Test (WRRT).

Findings:

1. At the end of grade 1, older students showed significantly superior performance on CCAT, although younger students had slightly higher IQ.
2. At the end of grade 2, CCAT raw scores were 63.07 for /old/er students (IQ 108), and 62.74 for /young/er students (IQ 115).
3. In both grades 1 and 2, younger and older students had almost identical mean average MAT reading scores, while older students had a small but significant edge on MAT mathematics scores. Younger students had insignificantly higher scores on the grade 2 spelling battery.
4. On the rating scale, where 'average' was pegged at 4, average scores were: cognitive and intellectual skills, 3.98; personal and social adjustment, 3.79; and physical development, 3.92.
5. Of 127 younger students who remained in K during 1971-72, 26 remained in K, 11 were promoted conditionally or advanced to a K-primary continuous progress program, and 90 were promoted unconditionally.
6. Of 18 schools reporting WRRT data, younger students scored higher than older students in 6, lower in 12.
7. There were no differences in /mobility/ for promoted and unpromoted students the following year. 5 promoted students who moved out of the county were required to repeat K in their new schools.

Conclusions:

The early admission program is a viable interim practice while junior kindergarten programs are evaluated.

Tests Used in Research but not Included in Document:

/Canadian Cognitive Abilities Test/; /Metropolitan Achievement Test/s; /Watson Reading- Readiness Test/

(GC)

Related Records: ON00745

Availability: MF - $0.50. HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00711**

Whitehurst, Florence H.; Burnham, Brian

-- Test Reviews 73 : A Report on a Field Trial of the Iowa Tests of Basic Skills (Form 5, 1971 Edition) in York County Schools, 1972-73.

-- Aurora : /York County Board/ of Education, Division of Planning and Development, 1973. -- 30 p. in various pagings.

SUBJECT

/STANDARDIZED/ /TEST/S. /Academic achievement/. /Student/s. /Elementary school/s

Iowa Tests of Basic Skills compared with Canadian Tests of Basic Skills -- Study regions: /York County/ -- Study examples: Grades 5 and 7-8

ABSTRACT

Type of Study:

Methodological

Sample:

For Iowa Tests of Basic Skills (ITBS): 263 /grade 5/ students at 7 schools; 249 /grade 7/ students at 4 schools; 289 /grade 8/ students at 4 schools. For Canadian Tests of Basic Skills (CTBS): 2,995 grade 5, 2,904 grade 7, and 2,759 grade 8 students in York County. Data collected 1972-73.

Methodology:

ITBS administered to representative group or class selected by individual schools. CTBS administered to all other students. Results shown as grade equivalents for each school administering both CTBS and ITBS; averages for the total group; averages, by school, as grade equivalent scores on ITBS; averages, by school, as percentiles based on individual student norms. Special analyses of: two groups of grade 7 students at one school; 9 grade 5 students at one school who took both tests; 2 groups of grade 5 students at one school whose IQ scores were not significantly different. Spearman rank order correlations; t tests; tables. Contents of tests are compared.

Findings:

1. There were no differences between ITBS scores and overall CTBS in grade 5, nor between ITBS scores and CTBS scores at the 7 schools.
2. ITBS scores in grade 7 were higher than CTBS county averages, but CTBS scores at the 4 schools were similar to county averages.
3. ITBS and CTBS scores at the 4 grade 8 sample schools were above county CTBS averages. ITBS scores were higher than CTBS scores at the schools.
4. On the special analyses, there were no differences between the two grade 7 or grade 5 groups, nor between the rank order correlations of the 9 grade 5 students, although there were considerable differences in the scores for some students.

Conclusions:

1. CTBS and ITBS measure the same skills, but the number of items measuring each skill varies.
2. /U.S.A./ /norm/s are apparently not as applicable to grade 7 or 8 as to grade 5 students.

Tests Used in Research but not Included in Document:

/Canadian Tests of Basic Skill/s, Form 1; /Iowa Tests of Basic Skill/s, Form 5

(GC)

Availability: MF - $0.50

PROCESSED REPORT ON00712

York County Board of Education. Research Office.
-- Annual Report.
-- Aurora : /York County Board/ of Education, Planning and Development Division, 1970. -- 30 p.

SUBJECT

/RESEARCH DEPARTMENT/S. /Boards of education/
/Organization/ and /activities/ -- Study regions: /York County/

ANNOTATION

The report provides an overview of the organization, operations, and an evaluation of the effectiveness of the Research Office, established in 1969. The following information is included in appendices: Research courses, 1970, listing the courses in research methodology sponsored by the Board; a summary of /research studies/ by outside agencies or individuals listing date of request, principal investigators, affiliation, date of approval, number of schools or students involved, and details of the project; a summary of teacher-directed research and development projects, including principal investigators and school, project title and purpose, population to be involved, and operational status; occasional papers with title, date, and details; scholarly publications with title, date, and publisher,, and restricted studies including the Don Head and Thornlea Review Studies. /Map/s of the sites of research projects are included.

(TO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00713
Clemson, Isobel; McCammon, Doug; Meakin, Dave
-- A Grade 13 Field Trip : An Interdisciplinary Experiment.
-- Aurora : /York Central Board/ of Education, Dept. of Research and Program Development, 1969. -- 14 p.

SUBJECT

/FIELD TRIP/S. /Geography/ and /history/. /Curriculum/ subjects /Grade 13/
To /Quebec City/

ANNOTATION

The report recounts a field trip to Quebec City by grade 13 history and geography students whose fall programs focussed on New France and the St. Lawrence lowlands respectively. Discussed are: subject goals, /planning/ procedures, daily activities, transportation and accommodation, costs, field procedures, historical sites visited, cultural and topographical features observed, and follow-up activities in class. Also included are two evaluation reports written by students.

(GC)

Availability: MF - $0.50; HC - available on loan from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PUBLISHED REPORT **ON00714**

York Central Board of Education. Thornlea Study Committee
-- **Report.**
-- Richmond Hill : /York Central Board/ of Education, 1967. -- 98 p.

SUBJECT

/THORNLEA S.S./. /Secondary school/s. /York County/
/Administration/, /curriculum/, /facilities/ and /organization/. Proposals

ANNOTATION

The Thornlea Study Committee, set up to investigate existing or proposed educational /innovation/s in North America and Europe and to make recommendations to the Board regarding the curriculum and organization of Thornlea S.S., reviewed innovations as reported in current literature, research publications and workshops.

Basic assumptions and the reasons for recommending an /ungraded/, /continuous progress/ plan are outlined. Recommendations are detailed under: general objectives; behavioural objectives; operational procedures, including provision for continuous progress, horizontal mobility among options, a library centred curriculum, /individualized/ materials, interrelationships among subject disciplines, /extracurricular/ time and facilities and dialogue with the community; the reorganization of school administration on a functional basis, in which the duties of the principal, vice-principals, subject area chairmen, department heads, and guidance counsellors are outlined; consideration for the individuality of teachers when assigning duties; and the timetable for the first trimester for the first year.

The library-/resource centre/ is discussed under: objectives of the library and its staff; program; facilities; materials and machines; the concept of independent study; staffing; hours; and the relationship with the community.

The details of courses, topics, levels, phases, and timetable requirements are suggested for each of /English/, /history/, /geography/, /mathematics/, /science/, /arts/, and /technology/ and /business/.

(GC)

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00715

York County Board of Education. Research Office

-- **The Resource Centre Enigma : Student and Staff Reactions to an Independent Study Facility.**

-- Aurora : /York County Board/ of Education, Division of Planning and Development, Research Office, 1971. -- 24 p. (-- Thornlea review studies, 1969-1970)

SUBJECT

/RESOURCE CENTRE/S. /Thornlea S.S./ /Secondary school/s. /York County/
/Attitude/s of /student/s and /teacher/s
Use by students

ABSTRACT

Type of Study:
Descriptive

Sample:
740 (all) students at Thornlea; responses received from 635 (86%). 39 teachers. Data collected during 1969-70.

Methodology:
A questionnaire and a semantic differential scale were administered to students to determine their use of, attitudes toward and rating of the resource centre (RC). A questionnaire was administered to teachers. Data were analyzed by /sex/ and /grade level/s of students. Percentages are tabulated; quotations.

Findings:

1. 5% of respondents did not use the RC, first year females being the major nonusers; more than half the users spent only 10% or less of their time at the RC.
2. /Homework/ (using texts) and socializing were reported to be the major activities at the RC.
3. 23% of respondents claimed not to find needed resource material, 67% found material sometimes, 10% always.
4. About 20% of students rendered negative judgements on the RC; 40% saw the RC as stimulating and active; 25% saw it as unorganized and unsuccessful; 34% found it disappointing. High noise levels and operational procedures were the most criticized aspects.
5. While over two-thirds of students disagreed with the idea of rules of behaviour and dress, 50% thought librarians should enforce quietness.
6. Almost one in five teachers viewed the RC unfavourably or were neutral towards it.

Conclusions:
It appears that the RC's operation is out-of-phase with the general goals and objectives of the school, since it serves neither independent study nor independent recreation very well.

Tests Included in Document:
Self-made /questionnaire/; self-made semantic differential

(DP)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00716**
York County Board of Education. Research Office
-- Job Satisfaction Among Thornlea's Teachers. Interim Report ; 2.
-- Aurora : /York County Board/ of Education, Division of Planning and Development, Research Office, 1969. -- 25 p. (-- /Thornlea review studies/, 1969-1970)

SUBJECT

/TEACHER/S. /Thornlea S.S./ /York County/
/Job satisfaction/ -- Comparisons by /age/ and /sex/

ABSTRACT

Type of Study:
Descriptive

Sample:
28 full-time and 4 part-time teachers at Thornlea; responses received from 30. Data collected in spring 1969.

Methodology:
Questionnaires were administered to teachers. Results were analyzed by age and sex. Frequencies are tabulated.

Findings:
1. The majority of staff were experienced, mature in years and had /administrative/ responsibilities.
2. Staff society was perceived to be fragmented by 15 teachers and to be cohesive by 4 teachers. 8 teachers perceived a schism between two groups.
3. 68% felt that 90% of their colleagues came to Thornlea for positive reasons. A majority wanted to stay with the York County board and estimated they would be in the position they wanted five years in the future.
4. A majority of male and female teachers under 35 years old did not expect to be at Thornlea in 2 years time. These teachers had the highest incidence of regret about joining Thornlea and made the highest estimates of staff willingness to transfer.
5. Main points of dissatisfaction were purposeless activities by students, unacceptable student behaviour, too little time to do what was expected and too much paperwork. Satisfactions included students being well served by the program, worthwhile work, rapport with students and the frankness of staff discussions.
6. /Staff meeting/s were for known purposes, involved frank discussion of real problems and were successful in improving affairs.
7. The only characteristics of the program rated negatively by a majority of teachers were the absence of an explicit set of school rules and the absence of a mechanism to screen students on the basis of learning capacity or style, maturity and emotional stability. Other aspects were viewed negatively primarily only by male teachers over 35.

Tests Included in Document:
Self-made /questionnaire/

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PUBLISHED REPORT ON00717

York County Board of Education. Research Office
-- Thornlea Students Look at Their School - Year Two. Interim Report ; 1.
-- Aurora : /York County Board/ of Education, Division of Planning and Development, Research Office, 1971. -- 19 p. (-- Thornlea review studies, 1969-1970)

SUBJECT

/THORNLEA S.S./ /Secondary school/s. /York County/
/Administration/, /facilities/, /organization/ and /program/s. /Attitude/s of /student/s

ABSTRACT

Type of Study:
Descriptive

Purpose:
To present raw data from a survey of students' opinions on the program at Thornlea.

Sample:
740 (all) students at Thornlea; responses received from 635 (86%). Data collected in June 1970- 71.

Methodology:
A questionnaire was administered to students. Opinions were solicited on: teachers, students, classrooms, the trimester system, the school policy committee, /field trip/s, the /resource centre/, the /house system/, service functions, /behaviour/, rules and the school and program in general. Frequencies and percentages are tabulated along with responses from a similar questionnaire administered the previous year.

Tests Included in Document:
Self-made /questionnaire/

(DP)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00718

Brynner, Lynne

-- Intervention Handbook : Grades One and Two.

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1974. -- 21 p.

SUBJECT

/INTERVENTION/ /PROGRAM/S. /Student/s with /learning disabilities/. /Grades 1-2/. /North York/
/Educational/ /objective/s, /teaching aid/s and /teaching method/s
Use of /volunteer/s -- Manuals

ANNOTATION

The report is divided into six major sections. The first section gives an overview of the philosophy and purpose of the intervention program. Section two discusses how to obtain volunteers for the intervention program, with /parent/s, students, /older adult/s, and service organizations seen as additional human resources. Section three discusses the effective use of volunteers, and section four lists some possible tasks that volunteers can fulfill, categorized under: individual pupil assistance, group assistance, record keeping, and housekeeping duties.

The fifth section deals with suggested teaching-learning activities suitable for prescriptive work with pupils in the areas of self concept, reading and mathematics. Eight common sense practices illustrate how teachers can help achieve the two major objectives of demonstrating individual interest in and setting realistic standards for the child. A list of small group activities is given for tasks which can help develop: auditory and kinesthetic skills; concept, /language/ and sensory /development/; and /social/ concepts. Finally, nineteen other activities which can help improve coordination, colour identification, /vocabulary/, etc., are listed.

The last section lists several resource materials available through the F.W. Minkler Library.

(PO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00719**

Virgin, Albert E.; Crawford, Patricia

-- A Study of Kindergarten Teachers' Predictions of Their Pupils' Subsequent Performances and the Effects of an Intervention Program at Grade 1 Level.

-- Willowdale : /North York Board of Education/, Educational Research Services, 1974. -- 11 p.

SUBJECT

/INTERVENTION/ /PROGRAM/S. /Student/s with /learning disabilities/. /Grade 1/. /North York/
Effects on /academic achievement/ in /mathematics/, /reading achievement/ and /self concept/

ABSTRACT

Type of Study:
Longitudinal

Purpose:
To identify and help students who are most likely to experience limited success in their present programs, thereby preventing potential learning difficulties from becoming actual problems.

Sample:
4,000 grade 1 students in 73 elementary schools. 595 identified as likely to experience limited school success. Data collected 1973-74.

Methodology:
Identification was on the basis of kindergarten teacher ratings on expected achievement in grade 1 and likelihood of students experiencing /social/ difficulties in grade 1; performance on the reading and numbers subtests of the Metropolitan Achievement Test (MAT); and scores on the North York Primary Self Concept Inventory. Teachers were encouraged to use /volunteer/s to help the identified group. Post-testing was by the readministration of MAT reading and numbers subtest and the Self Concept Inventory. Chi-square analyses; tables and figure.

Findings:
1. Overall, identified students completed 15 more items on the posttest than on the pretest on both reading and /number skill/s.
2. Identified students improved their self concept scores from pretest to posttest.
3. On the pretest, identified students were clustered in a group at the bottom of their class distribution; on the posttest, they were intermingled among the nonidentified students.
4. Overall, the nonidentified students made gains of 9 items on both the reading and numbers test from posttest to pretest.
5. The self concept scores of the nonidentified students were maintained from pretest to posttest.
6. /Male/s born during October, November, or December were more likely to have learning problems in school.

Special Features:
1. Philosophy of intervention
2. History of intervention in North York

Tests Used in Research but not Included in Document:
/Metropolitan Achievement Test/s; /North York Self Concept Invent/ory, Primary; self-made Pupil rating scale

(PO)

Other System ED 130 765

Availability MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00720

Matthews, Catherine

-- Intervention Handbook : Grade 3.

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1975. -- 16 p.

SUBJECT

/INTERVENTION/ /PROGRAM/S. /Student/s with /learning disabilities/. /Grade 3/. /North York/
/Educational/ /objective/s, /teaching aid/s and /teaching method/s
Use of /volunteer/s -- Manuals

ANNOTATION

The report is divided into five sections. The first section gives a brief overview of the philosophy and history of the intervention program from its genesis in 1972 to its latest developments in 1975. The second section is devoted to a discussion of the effective use of volunteers in the intervention program. Topics include: obtaining, training and scheduling volunteers, and suggested classroom tasks. The third section deals with fostering a healthy /self concept/ in the child. Guidelines are provided which include objectives, methodological direction, and lists of resource materials which can aid in fostering positive self concepts. The fourth section is an annotated list of activities and /game/s which are available at various centres to teachers participating in the intervention program. The fifth section discusses the availability of ongoing /inservice/ education for elementary /teacher/s who want to develop or improve intervention programs.

(PO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00721**

Crawford, Patricia

-- Intervention at the Grade Two Level.

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1975. -- 16 p.

SUBJECT

/INTERVENTION/ /PROGRAM/S. /Student/s with /learning disabilities/. /Grade 2/. /North York/
Effects on /reading achievement/ and /self concept/

ABSTRACT

Type of Study:
Longitudinal; Comparative

Purpose:
To assess the effectiveness of the Intervention Program for identified pupils at the end of Grade two.

Sample:
417 students in 73 elementary schools recommended for the grade 2 intervention program. Data collected on 206 of the original 417 at the end of grade 2. Of the 206, 83 started the program at the beginning of grade 1, 123 started at the grade 2 level. 200 students identified for the grade 1, but not for the grade 2 program, were used as a comparative subgroup. Data collected in May 1975.

Methodology:
Students were identified for the grade 2 intervention program by grade 1 scores on the reading and numbers subtests of the Metropolitan Achievement Test, the North York Self Concept Inventory and grade 1 teacher ratings. The North York Intermediate Self Concept Inventory and the reading comprehension subtest of the Metropolitan Achievement Test were administered at the end of grade 2. Frequency and percentage tables; standard deviations; percentiles; graphs.

Findings:
1. /Male/s born between October and December were most likely to be identified as needing additional assistance.
2. Students identified in both grade 1 and 2 showed, on the average, small improvements in reading scores from grade 1 to grade 2.
3. Students identified in both grade 1 and 2 did slightly better in reading than students identified for only the grade 2 program.
4. Although students identified for both grade 1 and 2 programs had the lowest self concept, there was some improvement in their self concept scores in the grade 2 year
5. Students identified in grade 1, but not in grade 2, maintained their reading performance but showed slight declines in self concept over the grade 2 year.

Tests Used in Research but not Included in Document:
/North York Self Concept Inventory/, Intermediate; /Metropolitan Achievement Test/s, Primary II, Form F; Grade 1 teacher ratings of achievement and social difficulties

(PO)

Other System: ED 130 768

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00722**

North York Board of Education. Educational Research Services
-- A Survey of Student Concerns and Opinions at A.I.S.P.
-- Willowdale : /North York Board of Education/, Educational Research Services, 1975. -- 72 p. in various pagings.

SUBJECT

AISP. /Alternative/ schools. /Secondary school/s. /North York/
/Evaluation/ by students
/Student/s. /Attitude/s
/Teacher/s. Attitudes of students

ABSTRACT

Type of Study:
Descriptive; Comparative

Sample:
72 /AISP/ students (40% of enrolment): 39 new students (NS) in grades 10-13; 33 veteran students (VS) in grades 12-13. Data collected 1975.

Methodology:
A self-made questionnaire was administered to students. Comparisons are made with a 1973 survey. Frequency distributions are tabulated; quotations.

Findings:
1. 82% reported improved independent /study skill/s; 75% indicated sufficient freedom to pursue individual interests. Two-thirds of VSs and almost half of NSs claimed too much dependence on teachers. Three-quarters of VSs thought they became lazy at AISP.
2. Two-thirds did not feel lonely, although 64% would like to meet new student friends. 79% believed VSs should help NSs to adjust.
3. 80% saw /apathy/ as a problem; VSs were the most concerned.
4. Responses concerning structure and standardization of courses, deadlines, spontaneity and methods of learning were varied. VSs were less satisfied.
5. A majority found teachers open and friendly. A majority of VSs felt teachers were negative 'often' or 'occasionally'; less than a third of NSs did so. A large majority were satisfied with the catalysts.
6. About 80 percent of students wanted to discuss AISP philosophy with the staff and claimed 'some' to 'most' teachers did not involve students in course guidelines.
7. 67% felt AISP was becoming more like a regular school; VSs felt this more strongly. 90% of VSs and half of NSs found the school too large. 65% found /physical education/ activities to be insufficient.
8. Primary goals and reasons for coming were very similar in 1973 and 1975. Many were attracted to the /independent study/ program.
9. 52% in 1973 and 69% in 1975 attended classes at least 75% of the time. 61% in 1973 and 62% in 1975 thought classes were fairly or very relevant to their life goals.
10. 77% in 1973 and 55% in 1975 said their year was 'pretty' or 'very' successful. 2% in 1973 and 17% in 1975 called their experience a failure.

Conclusions:
A need for more communication between students and staff is indicated. Relevant areas include: general philosophy, including internal political structure; student independence; courses; staff and student attitudes; and facilities.

Tests Included in Document:
Self-made /questionnaire/

(GC)

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00723

Crawford, Patricia

-- **Pupils', Parents' and Teachers' Perceptions of the Saturday Morning Enrichment Program.**

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1975. -- 37 p. in various pagings.

SUBJECT

/ENRICHMENT/ /PROGRAM/S. /North York/

Saturday morning enrichment programs. /Attitude/s of /student/s, /parent/s and /teacher/s -- Study examples: George Vanier Family of Schools

ABSTRACT

Type of Study:

Descriptive

Sample:

125 of 146 grades 4, 5, and 6 students in the enrichment program at the George Vanier Family of Schools. 99 out of 125 parents, and 9 out of 10 teachers completed the questionnaires. Data collected spring 1975.

Methodology:

Self-made questionnaires were administered in person to students and teachers, and completed by parents at home. Frequency tables; quotations; summaries.

Findings:

1. In general, students liked their courses and teachers.
2. The few dislikes were confined mainly to specific activities, the time involved or the length of the courses.
3. The majority of students had no suggestions for improving their courses.
4. 92% indicated that they would like to participate in future enrichment programs.
5. 66% of students preferred to attend the program on Saturday morning; during school hours was the most popular alternative.
6. Most parents were very pleased with the program.
7. 43 parents had suggestions for improving the program and these varied widely.
8. 95% of the parents would encourage their children to participate in future programs.
9. Most parents felt that Saturday morning was the best time for the program.
10. The teachers generally had positive feelings about the program. Suggested improvements were shorter sessions, smaller classes, more materials, more background information on students, and staff organizational sessions.

Tests Included in Document:

Self-made student /questionnaire/; self-made teacher questionnaire; self-made parent questionnaire

(PO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PUBLISHED REPORT **ON00724**

Wright, Erica

-- **Evaluation of a Demonstration Career Information Centre : An Interim Report.**

-- Willowdale : /North York Board of Education/, Educational Research Services, 1974. -- 69 p. in various pagings.

SUBJECT

/STUDENT/S. /Secondary school/s. /North York/
/Academic/ and /occupational/ /aspiration/
/VOCATIONAL/ /COUNSELLING/. /Program/s. Secondary schools. North York
/Career Information Centre/. /Attitude/s of students -- Study examples: /Georges Vanier S.S./

ABSTRACT

Type of Study:

Descriptive; Longitudinal

Sample:

65 students in each of grades 10, 11, 12, and 13, and 25 grade 9 students were randomly selected from the population of Georges Vanier S.S.; responses received from 225 students. Data collected in October and December 1974.

Methodology:

The survey questionnaire administered to students was designed to provide background information on students' career aspirations prior to the introduction of the Career Information Centre (CIC). 25 CIC users were randomly interviewed upon leaving the Centre. Both the career consultant and a nonparticipating observer kept notes on daily activities and statistics on the number of users. Percentages, tables and graphs, quotations.

Findings:

1. Two-thirds of students intended to continue studies at /university/ or /community college/.
2. More students sought assistance from guidance /counsellor/s (one-third of students) than from /teacher/s (1 in 8).
3. Two-thirds of the students had a vague idea of the work they would be doing in 10 years, but their responses were rated low in terms of being realistic and thoughtful.
4. Most responses concerning both the steps to be taken towards a /career/ and steps already planned were rated low in terms of appropriateness and effectiveness. One-fifth of respondents did not indicate they had taken any steps concerning career planning.
5. 20% of the students interviewed had never spoken to the Career Consultant; 75% had a favourable opinion of the CIC's materials and 88% found what they wanted, completely or partly; 24% had been involved in special activities operated by CIC; 52% had no suggestions for improving CIC; and the 56% who offered additional comments had a favourable attitude toward the CIC.

Tests Included in Document:

Self-made /questionnaire/ and /interview schedule/s and /observation schedule/s

(DP)

Related Records: ON00739; ON00740

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00725**

Cassidy, Philippe

-- A Survey of School Programs for Gifted and Talented Students.

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1975. -- 12 p.

SUBJECT

/GIFTED/ /STUDENT/S. Schools. /North York/
/Screening/ and /program/s

ABSTRACT

Type of Study:

Descriptive

Sample:

All /principal/s in the 3 panels of the system. 53% of the questionnaires were returned at the junior high school level; 58% were returned at the secondary level. Data collected 1975.

Methodology:

A questionnaire was distributed to the principals. Percentage tables.

Findings:

1. Schools varied greatly in their techniques and criteria for identifying gifted and talented children, but the largest percentage (41%) were identified by classroom teachers' observation.
2. Most schools had no specific plan for alerting teachers to the needs of individual pupils with intellectual or creative gifts.
3. Approximately 60% of the junior high principals indicated that they had a program to serve the needs of gifted students while only 33% of the secondary principals reported such a program.
4. Most schools which did not have a specific program for gifted students modified existing programs.
5. Very few schools had a specific program for directing gifted students to out-of-school opportunities.
6. Only 40% of the teachers had an opportunity to observe programs for gifted students in other schools.
7. 70% of the principals did not hold special meetings to consider problems related to the identification, guidance, teaching and motivation of gifted students.
8. 80% of the principals did not have special budget allocations for gifted students.
9. 52% of the principals reported that their schools practised some form of /acceleration/.
10. 55% of schools reported that their students had no access to any enrichment programs.

Tests Included in Document:

Self-made /questionnaire/

(PO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00726**

Virgin, Albert E.; Rowan, M.
– 1975 Replication of A Survey of Mathematics and Reading Skills.
-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1975. -- 22 p.

SUBJECT

/STUDENT/S. Schools. /North York/
/Academic achievement/ in /mathematics/ and /reading achievement/ -- Study examples: /Grade 6/, /grade 9/ and /grade 12/ -- Comparisons with U.S. students

ABSTRACT

Type of Study:
Comparative

Purpose:
To compare North York students' achievement in reading and mathematics skills with previous years (1972, 1974) and with /U.S.A./ /norm/s.

Sample:
1,442 grade 6 students in 26 elementary schools, 1,282 grade 9 students in 15 junior high schools, and 959 grade 12 students in 11 secondary schools. Stratified random sampling gave proportional representation within each area of the borough. Data collected spring 1975.

Methodology:
Test materials and instruction sheets were discussed with teachers. Teachers then administered reading and mathematics subtests of the Metropolitan Achievement Tests (MAT) to grades 6 and 9 students, and the Sequential Tests of Educational Progress (STEP) and the School and College Ability Test (SCAT) to grade 12 students. Raw score and standard score means were used as units of comparison. Summary data are presented by tables and graphs.

Findings:
1. North York achievement in both reading and mathematics compared favourably with American norms in all grades tested.
2. The average growth of the schools sampled was wider in both reading and mathematics than in previous years.
3. Grade 6 reading results indicated a continuing drop of the raw score mean.
4. Grade 9 reading results were very close to the expected results for the test.
5. Grade 12 reading results in 1975 were similar to the 1974 scores, but were obtained two months later in the school year.
6. Grade 6 mathematics results, although higher than the average expected for the test, were lower than the average North York raw scores obtained in 1972 and 1974.
7. Grade 9 mathematics results indicated that students were achieving at the same level as in previous years.
8. Grade 12 mathematics results showed that students were achieving at the same level as in 1974, but two months later in the school year.

Tests Used in Research but not Included in Document:
/Metropolitan Achievement Test/s; /Sequential Tests of Education/al Progress; /School and College Ability/ Test

(PO)

Related Records: ON00527

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00727**

Thompson, Patricia

-- North York Fall Norms for Boys and Girls.

-- Willowdale : /North York Board of Education/, 1975. -- 30 p. in various pagings.

SUBJECT

/STUDENT/S. /Junior high school/s. /North York/
/Physical/ /fitness/. /Norm/s
Physical fitness (CAPHER Fitness Performance Tests). Norms -- Tables by /age/

ABSTRACT

Type of Study:

Descriptive

Sample:

About 500 /male/s and 500 /female/s in grades 7-9, randomly selected from 2 junior high schools which devoted similar amounts of time to fitness and served similar socioeconomic communities. Data collected 1974.

Methodology:

Students completed 6 tests developed by the Canadian Association for Health, Physical Education and Recreation (CAHPER), 4 cardiovascular fitness tests and tests for grip strength and peak expiratory flow. Each student's percentage of body fat was measured. Each test is described in terms of: purpose, equipment required, and procedures for starting, performing and scoring. 12-year, 13-year, and 14-year percentiles are tabulated.

Tests Used in Research but not Included in Document:

/CAHPER Fitness Performance/ Tests (One minute Speed Sit Up, Standing Broad Jump, Shuttle Run, Flexed Arm Hang, 50 Yard Run, 300 Yard Run); 12 Minute Field Test; 600 Yard Run; /Physical Work Capacity/ 170; /Astrand/-kg Calculation; /Peak Expiratory Flow/; Percent Body Fat; Muscle Strength

Notes:

Report is a supplement to ON00109, A Comparison of the Effects of Two Physical Education Programs on the Physiological Development of Adolescent Boys and Girls.

(GC)

Related Records: ON00109

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00728**

Wright, Erica

-- **Employers' Perceptions of Students as Prospective Employees.**

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1974. -- 34 p. in various pagings.

SUBJECT

/WORK STUDY/ /PROGRAM/S. /Secondary school/s. /North York/
/Attitude/s of /employer/s
/Student/s. /Employment/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To determine the needs and practices of businesses with respect to student employment.

Sample:
100 businesses which had participated in the Work Study program and potentially would hire students; 63 interviews were completed. Data collected 1974.

Methodology:
/Telephone/ interviews were conducted by a team of two using a pretested interview schedule containing 12 questions. Responses were coded and tabulated; quotations.

Findings:

1. Most employers found students they hired to be satisfactory in the work study program.
2. Almost half the employers subsequently hired a student as a result of the work study experience.
3. Few employers offered positions to /business and commerce/ (BC) or /technical/ (T) students. Half of those who did felt students' /skill/s were adequate.
4. 35 employers felt schools should provide more in depth skills training to BC and T students; 14 disagreed.
5. 16 employers favoured extending secondary schooling for BC students by a year; 19 were opposed. Those advocating the extra year stressed practical training related to specific jobs.
6. Of 58 employers, 31 had hired students from the /academic/ (A) stream. A students were favoured for good English skills, BC and T students for good technical skills.
7. Two-thirds of the employers felt schools should offer a balance of academic and technical skills. One quarter stressed technical skills.
8. The most popular method cited for training new employees was actual on the job training.
9. Most employers felt that students entering the job market were attitudinally unprepared.
10. 44 of 63 employers were willing to participate in student training programs.
11. 30 employers affirmed that schools failed to turn out students able to cope with the realities of the work world. Negative factors cited were: too much leniency, lack of basics, no self discipline, and poor orientation to work world.

Tests Included in Document:
Self-made /interview schedule/

(HN)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00729**

Cassidy, Philippe
-- **Canadian Content Survey : Secondary Panel**
-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1974. -- 65 p.

SUBJECT

/CANADIAN/ /TEACHING AID/S. /Secondary school/s. /North York/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To assess the quality and quantity of Canadian and non-Canadian materials, resources, and activities in the North York secondary schools.

Methodology:
A questionnaire constructed by the Research Department with the help of the Ad Hoc Committee was distributed to teachers through principals. Frequencies and percentage tables are presented for each major subject area.

Findings:
1. 71% of the /textbook/s used were Canadian (either a Canadian author or publisher or both). By subject, the percentages of Canadian texts used were: /English/, 54%; /mathematics/, 100%; /science/, 60%; /modern language/s, 61%; /music/, 29%; commerce, 90%; /home economics/-/shop/, 43%; /fine arts/, 80%; /physical education/, 74%; /geography/, 90%; and /history/-/social science/s, 89%.
2. Half of the nontexts (fiction, biography) and reference books were non-Canadian.
3. 65% of /film/s, 74% of /filmstrip/s, 73% of /slide/ sets, 54% of magazines and /periodical/s, 51% of learning kits, 61% of simulation /game/s, and 55% of picture sets were non-Canadian.
4. Unpublished materials used were mostly teacher produced.
5. 258 /resource/ /personnel/ were used at the secondary level in the past year; 101 (40%) were reported as providing an increase in Canadian awareness.
6. 35% of the teachers indicated that some of the out of school activities were related to learning about Canada.
7. The places most frequently visited were the Royal Ontario Museum, law courts, and Stratford.

Tests Included in Document:
Self-made /questionnaire/

Notes:
ON00730 reports on high school survey; ON00731 reports on elementary school survey; ON00732 is a materials list
(PO)

Related Records ON00730; ON00731; ON00732

Availability MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00730

Cassidy, Philippe

-- **Canadian Content Survey : Junior High Panel.**

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1974. -- 62 p.

SUBJECT

/CANADIAN/ /TEACHING AID/S. /Junior high school/s. /North York/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To assess the quality and quantity of Canadian oriented materials, resources, and activities at the junior high school level.

Sample:

320 teachers in 8 junior high schools. Responses received from 187 (58%). Data collected 1974.

Methodology:

Teachers in all departments (/English/, /mathematics/, commerce, /economics/, /shop/, /music/, /fine arts/, /physical education/, /geography/, and /history/) were given a questionnaire designed to obtain data regarding the source - Canadian or non-Canadian, and in the case of books, the origin of the author and publisher - of educational materials, activities, and resource people utilized in their programs. Response percentages are tabulated by department.

Findings:

1. 73% of /textbook/s used were Canadian with almost all written by Canadian authors and published in Canada.
2. 56% of nontexts (fiction and biography) and 47% of reference books were non-Canadian.
3. 60% of the /film/s used were from Canadian sources.
4. 68% of the /filmstrips used were non-Canadian.
5. 100% of the music and science filmstrips were non-Canadian.
6. 83% of the filmstrips used in home economics, industrial arts, and physical education were non-Canadian.
7. /Slide/ sets were mainly Canadian.
8. 68% of magazines and /periodical/s used were non-Canadian, as were 55% of learning kits.
9. 52% of simulation /game/s and pictures were Canadian.
10. 50% of teachers indicated that they did not use unpublished material to a significant degree; 55% of those who did used mainly teacher-produced material.
11. Respondents used 225 /resource/ /personnel/ of whom 11% were individuals who provided an increase in Canadian awareness.
12. 31% of teachers indicated that at least some of the learning activities that took place outside the school related to learning about Canada. The most frequently visited places were Pioneer Village, the Royal Ontario Museum, and the McMichael Collection.

Special Features:

Results of the teacher questionnaires broken down into departmental responses

Tests Included in Document:

The Teacher /Questionnaire/

Notes:

ON00729 reports on senior high school survey; ON00731 reports on elementary school survey; ON00732 is a materials list

(ER)

Related Records: ON00729; ON00731; ON00732

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00731**

Cassidy, Philippe

-- Canadian Content Survey : Elementary Panel.

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1974. -- i, 41 p.

SUBJECT

/CANADIAN/ /TEACHING AID/S. /Elementary school/s. /North York/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To assess the quality and quantity of Canadian (C) orientated materials, resources and activities, in comparison to non-Canadian (NC) orientated materials.

Sample:

355 /teacher/s at 16 elementary schools; responses received from 205 (58%), representing 10% of North York elementary teachers. 24 taught junior and senior kindergarten (K), 69 primary (P), 73 junior (J), 14 primary-junior combination (PJC), and 25 'other' (Librarian, guidance, etc.) (O). Data collected 1974.

Methodology:

A questionnaire was distributed to schools. Names of resource persons and places are listed. Frequency distributions are tabulated.

Findings:

1. 53% of reference /book/s and most of the other material (/filmstrip/s, picture sets, etc.) used in K were NC. Few of the resource persons provided greater C awareness, but 50% reported that quite a few or most outside activities did.
2. 79% of /textbook/s and 54% of reference books used in P were C; 57% of nontexts and a substantial amount of the other materials were NC.
3. Only 15% of P teachers thought /resource/ /personnel/ provided an increase in C awareness, but 43% indicated that out-of-school activities did so.
4. 80% of textbooks used in J were C; 68% of nontexts, and a substantial number of supplementary materials were NC.
5. Of the 363 resource persons used in J, only 12% provided an increase in C awareness, but a large number of outside activities did.
6. 27 of 30 titles in PJC were listed as C; 94% of nontexts were NC.
7. 67% of texts used by O teachers were C; 53% of nontexts were NC.
8. PJC and O teachers reported a small percentage of resource persons but a larger number of outside activities provided an increase in C awareness.
9. Over the entire elementary panel, 75% of textbooks were C in origin, with almost all being written by C writers and published in Canada; 55% of reference books, 53% of nontexts, 50% of /film/s and filmstrips, 63% of /periodical/s, 60% of learning kits, 70% of /simulation/ /game/s, and 75% of picture sets were of NC origin.
10. 13% of resource persons used provided an increase in C awareness, but 66% of teachers thought that at least some of the activities outside school related to Canadian awareness.

Tests Included in Document:

Self-made /questionnaire/

Notes:

ON00729 reports on senior high school survey; ON00730 reports on junior high school survey; ON00732 is a materials list

(LK)

Related Records: ON00729; ON00730; ON00732

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00732

Cassidy, Philippe

-- Appendix to Canadian Content Survey : Materials List.

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1974. -- 173 p. in various pagings.

SUBJECT

/TEACHING AID/S. Schools. /North York/
/Evaluation/ by /teacher/s

ABSTRACT

Type of Study:
Bibliography

Purpose:
To list and classify all materials mentioned by teachers in the North York Canadian Content Survey.

Methodology:
The titles of materials mentioned by teachers in the elementary, junior high and secondary panels during the Canadian Content Survey are presented with the number of times mentioned, source (Canadian or non-Canadian author and-or publisher) and teachers' ratings on a 5-point scale. Materials considered include: /textbook/s, /film/s, /filmstrip/s, learning kits, nontexts, reference books, magazines and /periodical/s, picture sets, /slide/ sets, simulation /game/s, and records. Listings for the elementary panel are given for kindergarten and junior kindergarten, primary, junior, combination and other. Listings for the junior high and secondary panels are by subject.

Tests Included in Document:
/Canadian Content Questionnaire/ for Teachers

Notes:
1. Article in Education Canada, 15(3), Fall 1975
2. ON00729 reports junior high survey, ON00730 reports senior high survey; ON00731 reports elementary school survey

(PO)

Related Records: ON00729; ON00730; ON00731

Availability: MF - $1.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00733**

Chau, Mei; Wright, Erica

-- What Do Vanier Students Do In The Summer?

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1975. -- 16 p.

SUBJECT

/STUDENT/S. /Georges Vanier S.S./. /Secondary school/s. /North York/
/Summer/ /employment/ and summer /activities/ -- Study examples: /Grades 11-13/

ABSTRACT

Type of Study:

Descriptive

Sample:

221 students from 9 randomly selected classes, 3 in each of grades 11 (G11), 12 (G12), and 13 (G13) at Georges Vanier S.S. Data collected 1975.

Methodology:

Self-made questionnaires were administered to 157 students who had summer jobs (JS) and 64 students who did not (NJS). Frequency and percentage tables; quotations.

Findings:

1. 33% of JS found jobs through friends, 26% through family connections, 26% on their own by looking through newspapers etc., and 6% through manpower.
2. Most enjoyed their jobs or found them 'all right', G13 students more so than G11 or G12.
3. Main motive for working for 73% was money.
4. 34% of G11, 47% of G12, and 47% of G13 students worked for more than 8 weeks.
5. 36% earned under $500, 36% between $500-$1000, 21% between $1,000-$1,500, and 8% earned more. 54% of G11 students earned less than $500.
6. 40% reported that they had only one job opportunity; 29% had two; and 29% had a choice of 3 or more jobs.
7. In terms of letting them experience the working world, 22% felt their jobs were very helpful, 40% quite a bit helpful, 34% not very helpful, and 3% not helpful at all.
8. For making /career/ decisions, the jobs helped 14% of students very much, helped 19% quite a bit, didn't help 33% very much, and didn't help 34% at all.
9. 35% of G11, 50% of G12, and 50% of G13 students were continuing their jobs on a /part-time/ basis.
10. 22% of G11, 34% of G12, and 47% of G13 students felt the best way of getting a job was through friends, family, or connections; for 38% of G11, 32% of G12, and 26% of G13 students, the best way was going out and looking; for 14% of G11, 27% of G12, and 29% of G13 students, newspaper ads were best.
11. More than one-third of G11 and G12, and almost half of G13 JS wanted schools to list available jobs.
12. 58% of NJS didn't try to find a job. Main reasons were vacation plans, no need of money, summer school attendance, or their youth.
13. 34 students tried to find work but were unsuccessful.

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00734**

Cassidy, Philippe

– Teacher Evaluation Survey : Junior High Panel.

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1976. -- 8 p.

SUBJECT

/TEACHER/S. /Junior high school/s
/Evaluation/. /Attitude/s of teachers in /North York/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To determine teachers' views on the nature and frequency of formal teacher evaluation.

Sample:
979 junior high school teachers, representing all teachers except those in their first year in North York; 722 (74%) responded. Data collected 1976.

Methodology:
A questionnaire was developed, pilot tested and revised by the Evaluation of Staff Committee, and administered to teachers. Percentage tables.

Findings:
1. 68% had been evaluated by /principal/s in 1974-75, 23% by /vice-principal/s, and 17% by assistant /superintendent/ of schools.
2. 23% were visited once for the annual evaluation report, 14% were visited twice, 21% were visited 3 or more times, 19% were not visited at all during the 1974-75 school year.
3. 88% believed the principal to be best qualified to evaluate them, 64% chose the vice- principal, 23% chose the assistant superintendent of schools. Many indicated more than one choice.
4. 58% reported that evaluators had observed them half an hour or less, 26% reported an hour.
5. 17% felt one visit should be made prior to evaluation, 32% suggested 2 visits, 18% suggested 3, and 26% suggested more than 3.
6. 9% felt probationary teachers should be evaluated once a year; 29% thought twice a year; 31%, 3 times; 27% more than 3 times.
7. 24% felt permanent teachers should be evaluated less than once a year; 46% thought once a year; 15%, twice a year.
8. 56% felt evaluators should spend half an hour per visit prior to preparing the report, 31% felt an hour should be spent.
9. Dimensions rated by a majority as very important for evaluation were: /student-teacher/ /relationship/ (81%); positive attitude (66%); /class management/ (55%); /organization/ and /planning/ (54%); initiative and enthusiasm (52%).
10. Evaluations had contributed to growth: very much (6%), quite a bit (15%), some (34%), not too much (27%), or not at all (15%).

Tests Included in Document:
Self-made /questionnaire/

Notes:
ON00735 reports secondary panel survey; ON00736 reports elementary panel survey

(GC)

Related Records: ON00735, ON00736

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00735**

Cassidy, Philippe

-- Teacher Evaluation Survey : Secondary Panel.

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1976. -- 8 p.

SUBJECT

/TEACHER/S. /Secondary school/s
/Evaluation/. /Attitude/s of teachers in /North York/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To determine teachers' views on the nature and frequency of formal teacher evaluation.

Sample:
1,420 secondary school teachers, representing all teachers except those in their first year in North York; 1,094 (77%) responded. Data collected 1976.

Methodology:
A questionnaire was developed, pilot tested and revised by the Evaluation of Staff Committee, and administered to teachers. Percentage tables.

Findings:
1. 53% were evaluated in 1974-75 by /principal/s, 32% by /vice-principal/s, 17% by assistant /superintendent/ of schools.
2. 35% were visited once in preparation for the annual evaluation report, 18% were visited twice, 24% were not visited at all during the 1974-75 school year.
3. 69% believed the principal to be the person best qualified to evaluate them; 52% chose the vice-principal; 25%, the assistant superintendent of schools. Many indicated more than one choice.
4. 43% reported that evaluators observed them for half an hour or less, 45% reported an hour.
5. 36% believed evaluators should make 2 visits prior to evaluation, 23% suggested one visit, 18% suggested 3 visits, and 16% suggested more than 3.
6. 29% felt probationary teachers should be evaluated twice a year, 31% suggested 3 times a year, 27% suggested more than 3 times.
7. 29% felt permanent teachers should be evaluated less than once a year, 43% suggested once a year, 15% suggested twice a year, 5% suggested 3 times a year.
8. 85% felt evaluators should spend between half an hour and an hour observing them in any one formal evaluation.
9. Dimensions rated by a majority as very important to evaluation were: /student-teacher/ /relationship/ (80%), positive attitude toward teaching (64%), mastery of material or /subject/ /competence/ (60%), initiative and enthusiasm (58%), and /organization/ and /planning/ (54%).
10. With regard to professional growth, formal evaluations had contributed: very much (4%), quite a bit (12%), some (35%), not too much (28%), or not at all (20%).

Tests Included in Document:
Self-made /questionnaire/

Notes:
ON00734 reports junior high panel survey; ON00736 reports elementary panel survey

(GC)

Related Records: ON00734; ON00736

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00736

Cassidy, Philippe

-- **Teacher Evaluation Survey : Elementary Panel.**

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1976. -- 9 p.

SUBJECT

/TEACHER/S. /Elementary school/s
/Evaluation/. /Attitude/s of teachers in /North York/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To determine teachers' wishes regarding the nature and frequency of formal evaluation.

Sample:
1,635 elementary school teachers in North York (all teachers except those in their first year in North York); 1,451 (89%) responded. Data collected 1976.

Methodology:
A questionnaire was developed, pilot tested and revised by the Evaluation of Staff Committee, and administered to teachers. Percentage tables.

Findings:
1. 80% were evaluated in 1974-75 by /principal/s, 18% by /vice-principal/s, and 18% by the assistant /superintendent/ of schools. Some indicated more than one evaluation.
2. 41% were visited 3 or more times in preparation for the annual evaluation report.
3. 93% believed the principal to be the person best qualified to evaluate them.
4. 52% reported that evaluators observed them for half an hour or less, 23% reported an hour.
5. 45% believed evaluators should make more than 3 visits prior to evaluation, 19% suggested 2 visits, 17% suggested 3.
6. 53% felt probationary teachers should be evaluated 3 or more times a year; 66% felt teachers on permanent contract should be evaluated once a year or less.
7. 78% felt evaluators should spend between half an hour or an hour observing them in any one formal evaluation.
8. Dimensions rated by a majority as very important to evaluation were: /student-teacher/ /relationship/s (91%), positive attitude to teaching (74%), initiative or enthusiasm (59%), /organization/ and /planning/ (55%), and /class management/ (51%).
9. With regard to professional growth, evaluations had contributed: very much (7%), quite a bit (16%), some (34%), not too much (25%), or not at all (14%).

Tests Included in Document:
Self-made /questionnaire/

Notes:
ON00734 reports junior high panel survey; ON00735 reports secondary panel survey

(GC)

Related Records: ON00734; ON00735

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00737**
Hunter, Susanne M.
-- **Survey of the Francophone Community.**
-- Willowdale . /North York Board of Education/, Dept. of Educational Research and Development, 1976. -- 21 p.

SUBJECT

/FRENCH SPEAKING/ /PARENT/S. /North York/
/Attitude/s to /French/ /language/ /school/s

ABSTRACT

Type of Study:
Descriptive

Purpose:
To study the needs of North York's Francophone Community and to determine the potential number of students for French language schools (FLSs).

Sample:
226 French speaking families. Data collected 1975.

Methodology:
Names of all students from families in which French was known or believed to be spoken were collected from all elementary school principals. 100 families were interviewed. Questionnaires were mailed to 300 families; 126 responded (42%). Frequency and percentage tables; quotations.

Findings:
1. 26% of interviewed families and 17% of families who returned questionnaires were interested in sending their children to FLS. Only 68% of these would send their children to a FLS outside the neighbourhood.
2. Potentially, 81 preschool and school age children would be sent to FLS.
3. 28% of parents were aware of the elementary FLS in North York; 42% were aware of the intermediate FLS; and 56% were aware of the secondary FLS.
4. 58% were aware that English was taught daily in the FLS. More parents not interested in sending their children to FLS were aware of this (60%), than parents who were interested (45%).
5. 36% of mothers, 30% of fathers, and 15% of children regularly spoke French at home; 27% of mothers, 31% of fathers, and 42% of children never spoke French at home.
6. The dominance of English in Ontario was the reason given most often for not sending children to FLS; distance was the other major factor.
7. 8% of families had children enrolled in a FLS; 25% reported their children had attended a FLS at some time. Though not significant, there was a tendency for parents whose children had attended an FLS to be not interested in sending them again, and for parents whose children had not attended to be more interested in sending them in the future.

Tests Included in Document:
Self-made /questionnaire/s

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00738

Crawford, Patricia

-- An Evaluation of the French Immersion Program, Kindergarten - Grade Two.

-- Willowdale : /North York Board of Education/, 1976. -- 40 p. in various pagings.

SUBJECT

/IMMERSION/ /PROGRAM/S. /French/ /language/. /Primary grade/s. /North York/

Effects on /self concept/ and /academic achievement/ of /English speaking/ /student/s in /English/, French and /mathematics/

/Attitude/s of /parent/s

ABSTRACT

Type of Study:

Comparative

Sample:

Students in the French Immersion (FI) program in kindergarten (K), grade 1 and grade 2, from 1973-76. Students (C) from two schools in the same geographical area in regular programs at the same levels during those years. FI students' parents. Data collected 1973-76.

Methodology:

In the fall and spring of each year, FIs and Cs were administered appropriate levels of the Otis-Lennon Mental Ability Test and North York Self Concept Inventory; also administered were the Metropolitan Readiness Test in the spring of K and the Metropolitan Achievement Test (MAT) in grades 1 and 2. FIs were given the French Comprehension Test (FCT) and the Test de rendement en français each year. At the beginning and end of K and the end of grades 1 and 2, questionnaires were sent to FIs' parents. Tables.

Findings:

1. Each fall, average /IQ/ scores for FIs were significantly higher; other scores were adjusted to allow for this.
2. In K, there were no significant differences between FIs' and Cs' self concept. At the beginning of grade 1, Cs had significantly higher scores; by the end of the year, FIs had higher scores. In grade 2 pre- and posttests, both FIs and Cs had average adjusted scores of 20 out of 30.
3. There were no significant differences in total performance on the readiness test, but FIs scored higher on the numbers subtest.
4. FIs' English reading /comprehension/ scores were lower than Cs' in the fall of grade 1 and much lower in the spring, reflecting the lack of instruction in English for FIs. By the spring of grade 2, after FIs had had 1 hour a day of instruction in English over the year, the differences were not as great.
5. On the MAT mathematics subtest, Cs' scores were significantly higher in grade 1 and slightly higher in grade 2.
6. FIs FCT scores each year compared favourably with those of FIs in other districts and provinces.
7. On the Test de rendement, grade 1 FIs performed as well as 11 to 22% of native French- speaking grade 1 students.
8. Over 85% of parents said their children had no difficulty in adjusting to FI in K; had learned as much French as expected each year; and would continue in FI. At the end of grade 2, parents reported a high degree of satisfaction with the program and their child's progress.
9. Parents maintained an interest in the program and suggested changes and improvements. By the end of the 3 years, parents were more likely to listen to French radio, watch French TV and speak French to their children.

Conclusions

1. Students are developing proficiency in French comparable to similar students in other centres.
2. FIs do not do as well as Cs in English in grade 1, but perform at expected levels by the end of grade 2.
3. In mathematics, grades 1 and 2 FIs perform comparably to Cs and appropriately for their grade level.
4. There is no evidence that FI has any detrimental effect on students' cognitive development.

Special Features:

1. /Bibliography/ -- 10 items
2. /Literature review/ -- pp. 1-3

Tests Used in Research but not Included in Document:

/Metropolitan Readiness Test/s, /Metropolitan Achievement Test/s; /French Comprehension Test/; /Test de rendement en français/; /Otis-Lennon Mental Ability/ Test (Primary I, Primary II and Elementary I levels); /North York Self Concept Invent/ory (Primary and Intermediate levels)

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00739

Hunter, Susanne M.

-- Evaluation of a Demonstration Career Information Centre, Phase 3.

-- Willowdale : /North York Board of Education/, Educational Research Services, 1976. -- 33 p. in various pagings.

SUBJECT

/OCCUPATIONAL/ /ASPIRATION/. /Student/s. /Secondary school/s. /North York/
/VOCATIONAL/ /COUNSELLING/. /Program/s. Secondary schools
/Career Information Centre/ . /Attitude/s of students

ABSTRACT

Type of Study:
Comparative; Longitudinal

Sample:
187 grades 9-13 students randomly selected from the population of /Georges Vanier S.S./ in North York. Data collected in October 1975.

Methodology:
A self made questionnaire combining questions on career aspirations of students with questions on the career centre was administered to students. Except for one additional question, this questionnaire was identical to one used in a previous survey. Tables compare percentages with results from surveys in fall 1974 and May 1975.

Findings:

1. 53% of students intended to enter /university/; 16% intended to enter /community college/.
2. In the 1974 survey, 17% could not indicate future plans; 13% could not do so in 1975.
3. 71% had visited the centre at least once (79% in grade 13; 21% in grade 9). All but 5% found useful materials.
4. 37% received assistance regarding educational choices from the Careers Consultant; 60% of these found it helpful.
5. 34% received career choice assistance from the Careers Consultant; 58% found it helpful, 31% found it all right-not bad.
6. 32% used the /Student Guidance Information/ Service; 58% found it helpful.
7. 46% indicated that most or all of their questions were answered.
8. From fall, 1974 to October, 1975, there was a decrease in interest in obtaining general information and an increase in demand for specific career information, assistance in choosing courses and requests for experienced resource people. October, 1975 students were also better able to verbalize career decision steps, were taking more practical steps towards planning their futures and had a greater commitment to the necessary steps.

Tests Included in Document:
Self-made /questionnaire/

Notes:
ON00526 reports on an earlier survey

(GC)

Related Records ON00526

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PUBLISHED REPORT **ON00740**

Fram, Isabel; Chau, Mei; Hunter, Susanne M.
-- Evaluation of a Demonstration Career Information Centre : Phase 4.
-- Willowdale : /North York Board of Education/, Educational Research Services, 1976. -- 55 p. in various pagings.

SUBJECT

/VOCATIONAL/ /COUNSELLING/. /Program/s. /Secondary school/s. /North York/
/Career Information Centre/. /Attitude/s of and use by /student/s
STUDENTS. Secondary schools. North York
/Occupational/ /aspiration/ -- Study examples: /Georges Vanier S.S./

ABSTRACT

Type of Study:
Descriptive; Longitudinal

Sample:
213 students in grades 9-13 randomly selected from the population of Georges Vanier S.S. Data collected in May 1976.

Methodology:
A self-made questionnaire, identical in most respects to that used in earlier surveys, was administered to students. Frequencies and percentages are tabulated; graphs. The results from the Spring of 1975 and 1976 are compared and an overview of the 4 phases of the evaluation is provided.

Findings:
1. Over half of the Spring, 1976 students, as compared with two-thirds in 1975, visited the Career Information Centre (CIC) two or more times; all but 3% found something helpful.
2. Most users reported visiting the centre two to three times to gather information.
3. The percentage of students receiving assistance from the career /counsellor/ on educational choices increased from 35% to 46%; the percentage receiving assistance on /career/ choices was similar; the number of students finding the assistance helpful increased from about half in the Spring of 1975 to two-thirds in 1976.
4. The use of the Student Guidance Information Service almost doubled from the Spring of 1975 to 1976; 76% of users were satisfied.
5. The number of students seeking assistance from a guidance counsellor on career choices dropped from 39% to 27%.
6. Over the 4 phases fewer students were able to visualize clearly the work they would be doing in 10 years time, but more students could offer vague descriptions. The quality of the descriptions did not vary greatly.
7. Students' ability to verbalize on the steps necessary for making career decisions improved greatly from Fall 1974 to Spring 1975 and did not vary considerably over the last two phases of the survey.
8. Students' attitudes towards the CIC were positive.

Conclusions:
The Career Information Centre has rendered a valuable service to students over the two-year evaluation period.

Special Features:
Career consultants notes and observations

Tests Included in Document:
Self-made /questionnaire/

(DP)

Related Records: ON00724; ON00739

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00741**

Christopher, Jack; Greey, Judy; Maclean, Angus; Smith, David; Ziegler, Suzanne
-- Appropriate Instructional Objectives : Learning from Piaget.
-- Toronto : /York Borough Board/ of Education, 1973. - 34 p. in various pagings.

SUBJECT

/COGNITIVE/ /DEVELOPMENT/

Theories of /Piaget, Jean/. Applications to /teaching/ /art/, /language arts/, /mathematics/, /natural science/s, and /social studies/ in /elementary school/s

ANNOTATION

This descriptive report illustrates and applies the theoretical concepts of Jean Piaget to teaching /objective/s, programs, and /evaluation/ /method/s at the elementary level. The report is divided into five subject areas: art, language, mathematics, science, and social studies. Each subject area is in turn subdivided into three subheadings. Included are: objectives, program (method, resources, content), and evaluation. The objectives outline the learning expectations, the programs illustrate, with examples, how the objectives can be reached, and methods of informal evaluation show how to measure the overall success of a program. Included are a /bibliography/ of 19 items; 6 recommended readings on Piaget; and 4 recommended /film/s on Piaget.

(PO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00742**

Gershman, Janis S.

-- A Follow-up Study of Graduates of the Perceptual and Behavioural Special Classes.

-- Toronto : /Toronto Board of Education/, Research Dept., 1976. -- 35 p. (-- Report ; 143)

SUBJECT

/SPECIAL CLASS/ES. /Elementary school/s. /Toronto/

Effects on /academic achievement/ and /social/ /adjustment/ of /perceptually handicapped/ /student/s and students with /behaviour/ /problem/s

Perceptually handicapped students and students with behaviour problems. Return to /regular/ /class/es

ABSTRACT

Type of Study:

Longitudinal; Comparative

Purpose:

To follow-up the educational /placement/ of all students who entered either Special Program- Perceptual or Special Program-Behavioural in 1970 to 1971; and to determine how the graduates of those programs were coping academically and socially in regular classes.

Sample:

295 students (83% males) who entered the two special programs in 1970 or 1971 (158 perceptual, 137 behavioural) with an average age of 9 years. 73 of these students (44 perceptual, 29 behavioural) were followed up in regular programs in January 1976 and were matched with two groups of comparison subjects: same /sex/, and same age.

Methodology:

The educational path of each student was traced from 1971 to September 1975; for those students placed in regular classes, teacher ratings were collected and compared for 69 matched triples.

Findings:

1. For both programs, about half of the students who remained in the Toronto system for the 4 year follow-up period were subsequently placed in regular classes, half remained in special classes.
2. /Mobility/ among behavioural class students was very high; 43% left the Toronto system within 4 years.
3. A trend emerged indicating that students entering the perceptual program at a very young /age/ (under 8 years) or a relatively old age (over 11 years) were most likely to be found in special classes 4 years later.
4. Students who spent between 2 and 2.5 years in the special programs appeared to have the largest percentage of graduates to regular programs.
5. The special class graduates were generally rated by their regular class teachers as similar to other students of the same sex and age (slightly over-age).
6. Special class graduates were generally rated below an 'average' class peer, especially in areas in which they originally experienced difficulties before special class placement (i.e., behavioural class graduates showed greater weakness in social-behavioural adjustment; perceptual class graduates showed relative weakness in general academic performance).
7. Sex, age or time spent in regular or special classes had no effect on teachers' ratings.

Special Features:

/Bibliography/ -- 9 items

Tests Included in Document:

/Teachers' Rating Questionnaire/

(AUT)

ISBN 0-88881-142-X

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PUBLISHED REPORT **ON00743**

Burnham, Brian

-- The Growth of Moral Reasoning Power in Late Childhood and Early Adolescence : Year Five of a Longitudinal Study.

-- Aurora : /York County Board/ of Education, Division of Educational Planning and Development, Research Dept., 1976. -- 24 p.

SUBJECT

/MORAL/ /DEVELOPMENT/. /Student/s. Schools
  Study regions: /York County/ -- Study examples: /Grades 5-13/
/MORAL EDUCATION/. /Curriculum/ subjects. Schools
  /Program/s -- Study regions: York County -- Study examples: /Grades 5-10/

ABSTRACT

Type of Study:

Descriptive; Longitudinal

Sample:

40 of the original 60 grade 5 students monitored annually since 1970 (E). 600 grades 7-13 students who served as controls (C). Data collected 1975.

Methodology:

In 1970, E students were involved in guided discussions of moral dilemmas. In the 5 subsequent years students responded to a dilemma story developed by Kohlberg and adapted by OISE's Moral Education Project. In 1975, E and C students were also given an alternative instrument measuring moral reasoning, The Important Considerations Survey. Responses of 5 students in different years of the project are presented and discussed. An historical perspective of the study is also presented.

Findings:

Both the highest and lowest scores in 1975 came from the E group.

Conclusions:

1. The development of moral reasoning power was not significantly accelerated by the OISE Project's moral discussion program, the impact on moral reasoning styles being no greater than that of regular learning activities.
2. Kohlberg's stage sequence model held up well over the five years of the project.
3. Further research should involve the study of moral growth in later childhood, the compilation of bibliographies and analyses of research reports and the investigation of differences in background variables which might account for differences in moral maturation.

Special Features:

Major characteristics of a Stage-sequence Model of the Development of Moral Reasoning Power (after /Piaget, Jean/, /Kohlberg, Lawrence/, et al)

(ER)

Related Records: ON00633

Availability: MF - $0.50, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00744**

Burnham, Brian

-- **French Summer School. Report of Parent Survey.**

-- Aurora : /York County Board/ of Education, Division of Planning and Development, Research Office, 1975. -- 4 p.

SUBJECT

/FRENCH/ /LANGUAGE/. /Program/s. /Summer school/s. /Elementary school/s. /York County/
/Attitude/s of /parent/s -- Study examples. /Grades 2-4/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To discover parents' reasons for enroling their children in the French summer school program, the importance given to a French language program, the likelihood of reenrolment in a follow-up /extracurricular/ program, and time preferences for a follow-up program.

Sample:
58 parents representing 69 grades 2-4 students attending the French summer school program. Data collected 1975.

Methodology:
The parents were chosen randomly and were interviewed (usually the mother) via /telephone/. Ratings on the importance of a French language program and the likelihood of reenrolment were based on a scale of 1-10 where 1 was low and 10 was high. Time preferences for a follow-up program were obtained by selection of either after school, noon, or Saturday. Some frequency and percentage distributions are given. Responses were analyzed to see whether there were systematic differences between the south (old town of Richmond Hill and southward) and the north.

Findings:
1. 81% gave the desire to learn French as the primary reason for enrolment; 3.5% gave this as a secondary reason; 7% said learning French had no role in enrolment; 5% saw the program as a general life enrichment or remedial opportunity; 7% said summer school played a custodial role.
2. Ratings of 56 respondents regarding the importance of a French language were: 10 (45%); 9 or 8 (32%); and 5 (5.5%).
3. Ratings of 49 respondents regarding the likelihood of reenrolment were: 10(63%); 9 or 8 (23%).
4. Nine parents did not respond to the reenrolment question because they felt it should be the child's /choice/.
5. 12 parents felt French should begin in /kindergarten/.
6. Parents tended to prefer after school to noon by a slight margin of 48% to 42%; Saturday was given support by only 10%.
7. Northern parents gave a higher rating to the importance of French as a reason for enrolment; the northern mean was 9.0 vs 8.1 in the south.
8. Northern parents gave a higher probability of enrolment in a follow-up program; means were 9.5 and 9.3.
9. Parents in the north preferred a noon program with after school a remote second best; the reverse was true in the south.

Tests Used in Research but not Included in Document:
Self-made /questionnaire/

(ER)

Availability: MF - $0.50. HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00745

Burnham, Brian

-- The 'Early Admission' Pupils of 1971 : The Second Year of a Follow-Up Study.

-- Aurora : /York County Board/ of Education, Division of Planning and Development, Research Office, 1974. -- 6 p.

SUBJECT

/EARLY//ADMISSION/. /Student/s. /Elementary school/s

Effects on /academic achievement/, /academic/ /promotion/, /cognitive/ /development/, /maturation/, /physical/ development and /social/ /adjustment/ -- Study regions: /York County/ -- Study examples: /Grade 1/

ABSTRACT

Type of Study:

Longitudinal; Comparative

Purpose:

To find out how many early admission students were promoted to grade 2 and how they compared with their classmates on standardized tests and with respect to cognitive, intellectual, personal, social, and physical development.

Sample:

88 early admission students in 34 schools who proceeded from kindergarten to grade 1 in 1971-72. Data collected 1972-73.

Methodology:

Standardized tests were administered to 28 of the students in 11 of the schools - 10 schools used achievement tests (Metropolitan battery), 1 school used an ability test. Teachers and principals of these 28 rated them as above, at, or below the average as reflected in their scores. Teachers of all students rated developmental levels compared with the average grade-age student on a scale of 1-7 (1-immature, 4-average, 7-very mature). Results are expressed as mean averages.

Findings:

1. 82% of the students were promoted to grade 2 unconditionally; 8% were promoted on a trial basis, or within a continuous progress program; 10% were returned to kindergarten or repeated grade 1.
2. Test scores suggested that the students were normally distributed in cognitive development.
3. Teachers and principals rated 8 students as above average in ability-achievement levels, 10 as average, and 10 as below average.
4. Compared with a typical average rating of 4 for a regular age student, the average ratings for early admission students were: cognitive and intellectual skills, 4.0; personal and social adjustment, 3.6; and physical development, 3.7.

Tests Used in Research but not Included in Document:

/Metropolitan Achievement Test/s; Ability Test; Rating Scale used to estimate developmental levels

Notes:

Earlier report, ON00710

(ER)

Related Records: ON00710

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00746**

Whitehurst, Florence H.

-- **Reading and Mathematics Achievement of York County Grade 8 Students : Results of An Administration of Four Batteries of The Canadian Tests of Basic Skills (Form 1) and Its Modern Mathematics Supplement, November 1972.**

-- Aurora : /York County Board/ of Education, 1973. -- 15 p. in various pagings.

SUBJECT

/STUDENT/S. /Grade 8/. /York County/

/Academic achievement/ (Canadian Tests of Basic Skills) in /mathematics/ and /reading achievement/ (Canadian Tests of Basic Skills) -- Comparisons with /Canadian/ /norm/s

ABSTRACT

Type of Study:

Comparative

Purpose:

To compare, by the use of standardized tests, the achievement in reading and mathematics of the grade 8 students of York County with the national 1966 Canadian norm.

Sample:

All grade 8 students in the 25 schools in York County. Data collected November 1972.

Methodology:

The Vocabulary, Reading Comprehension, Mathematics Concepts, Mathematics Problem Solving, and the Modern Mathematics Supplement subtests of the Canadian Tests of Basic Skills (Form 1) were administered to the students. Results expressed as percentiles and grade equivalent scores. Tables; bar graphs.

Findings:

1. Compared with the national mean of 50 the York County means in the various tests were as follows: vocabulary 37, reading 29, mathematics concepts 33, and mathematics problem solving 34.
2. Compared with the national grade expectancy of 8.3 the York County means were vocabulary 7.8, reading comprehension 7.7, mathematics concepts 7.7, mathematics problem solving 7.6, and modern mathematics supplement 7.5.

Special Features:

Description of Group Item Analysis, with Mathematics Concepts Form as a specimen.

Tests Used in Research but not Included in Document:

/Canadian Tests of Basic Skill/s (Form 1)

Notes:

ON00747 reports norms for grades 5 and 7. ON00750 reports recalculations on 1973 norms

(LR)

Related Records: ON00747; ON00750

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00747

Whitehurst, Florence H.

-- **Reading and Mathematics Achievement of York County Students in Grade 5 and 7 : Results of An Administration of Four Batteries of the Canadian Tests of Basic Skills (Form 1) and Its Modern Mathematics Supplement, February 1973.**

-- Aurora : /York County Board/ of Education, 1973. -- 36 p.

SUBJECT

/STUDENT/S. /Grade 5/ and /grades 7-8/. /York County/

/Academic achievement/ (Canadian Tests of Basic Skills) in /mathematics/ and /reading achievement/ (Canadian Tests of Basic Skills)

ABSTRACT

Type of Study:

Descriptive

Purpose:

To provide teachers and principals with school and county averages and data on the performance levels of individual students, in order to assist them in evaluating their school program in reading and mathematics skills; to provide the administrative committee a[illegible] trustees with baseline data for the total county system.

Sample:

Students in grades 5, 7 and 8 in York County. Data collected November 1972-February 1973.

Methodology:

4 subtests of the Canadian Tests of Basic Skills, Form 1, and the Modern Mathematics Supplement Tests were administered. Test results for grades 5 and 7, along with school and county averages for grade 8, are presented to show a composite picture for all three grades. Skills classification and group item analysis data are presented together with charts which enumerate and-or plot: mean average scores (percentiles) of students for each test in grades 5, 7, and 8; grade averages (grade equivalent scores) by school on each test together with the York County and national means for each test in grades 5, 7, and 8; grade average scores (percentiles) by school based on individual student norms together with the York County mean and national mean for each test for grades 5 and 7; and the percentage of grade 7 students at or below any national percentile score in four of the tests.

Tests Used in Research but not Included in Document:

/Canadian Tests of Basic Skill/s, Form 1; /Modern Mathematics Supplement/ to the /Iowa Tests of Basic Skill/s

Notes:

1. Abstracts from agenda item C.2 (d) i, the Meeting of the Board of Education, 11 June 1973
2. ON00746 reports norms for grade 8 students; ON00750 reports recalculations on 1973 norms

(ER)

Related Records: ON00746; ON00750

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00748**

York County Board of Education. Research Office.

-- **Report of A Study of Grade 8 Programs Housed in Sutton, Huron Heights, and Markham Secondary Schools, 1970-71.**

-- Aurora. /York County Board/ of Education, Division of Planning and Development, Research Office, 1971. -- 20 p.

SUBJECT

/GRADE 8/. /York County/

Inclusion in /secondary school/s. /Attitude/s of /teacher/s -- Study examples: /Huron Heights S.S./, /Markham District H.S./, and /Sutton District H.S./

ABSTRACT

Type of Study:

Descriptive

Purpose:

To determine teachers' opinions about grade 8 classes housed in secondary schools in terms of: the quality of the learning experience and teachers' expectations about the quality of education possible; the strengths and weaknesses of the program; whether the program should be retained; and the frequency and quality of professional contact in the integrated schools.

Sample:

13 elementary and 22 secondary school teachers who taught grade 8 in Sutton District H.S., Markham District H.S., and Huron Heights S.S. Data collected spring 1971.

Methodology:

A self-made opinion questionnaire was administered to the staff who taught grade 8 classes in the three schools which housed these students for the first time in 1970-71. Only secondary staff were polled on professional contact (planned, purposeful interactions).

Findings:

1. Almost 60% of the respondents, 42% elementary and 68% secondary, thought the quality of the grade 8 experience was enhanced in a secondary school. There was a high correlation between reported expectations and perceived outcomes.
2. Advantages were seen in the human and material resources available.
3. Inherent disadvantages reported related to /immaturity/ of grade 8 students compared with grades 9-13 students, and the inflexibility of the high school routine.
4. 59% (69% elementary, 52% secondary) of teachers favoured returning the grade 8 classes to elementary settings.
5. Sutton staff preferred to retain grade 8; Markham and Huron staff preferred to return grade 8.
6. 64% (38% elementary, 80% secondary) of teachers claimed an acceleration of professional growth.
7. 10 of 22 secondary teachers maintained frequent and professional liaison with elementary teachers, the other 12 had infrequent and no planned contact and found this to be satisfactory.

Conclusions:

The desire to terminate the experiment may be due to the wish to extend intermediate schools and perhaps to the unspoken reluctance of elementary and secondary teachers to share facilities.

Tests Included in Document:

Self-made /questionnaire/s

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00749**

Humphreys, Edward H.

-- An Evaluation of the Burlington Outdoor Resource Centre.

-- Aurora : /York County Board/ of Education, Division of Planning and Development, 1972. -- 42 p.

SUBJECT

/OUTDOOR EDUCATION/. /School/s. /York County/
/Burlington Outdoor Resource/ Centre. Evaluation by Centre's personnel and /teacher/s

ABSTRACT

Type of Study:
Descriptive

Purpose:
To determine to what extent the expressed objectives of the Burlington Outdoor Resource Centre (BORC) and of the teachers using it were being met; and to provide for the placement of /educational/ /objective/s within a standard classification of educational goals.

Sample:
BORC staff and teachers using the centre; one class in each of grades 1-8. Data collected December 1971-January 1972.

Methodology:
BORC staff and teacher-users volunteered statements of objectives. 8 principals of York County elementary schools not served by BORC attended a class before, during, and after a visit to the centre and recorded their observations. The observations of lessons and learnings were classified into categories from B.S. Bloom's 'Taxonomy of Educational Objectives.'

Findings:
1. Objectives of BORC staff and teachers were similar, though the former emphasized the objective domain and the latter emphasized cognitive development.
2. Most expressed objectives were met, but there was little evidence that BORC use was encouraging other outdoor activities at other schools, that teachers were developing outdoor education skills, or that field experiences were effectively integrated with follow-up lessons.
3. BORC lessons were effective in producing knowledge, comprehension and, particularly, application, but there were fewer examples of analysis than hoped for and little synthesis or evaluation.
4. Students were attentive, involved and responsive, and accepted underlying values. Value system development was not readily apparent, nor was characterization of those values.

Conclusions:
1. The BORC is generally successful, but the full range of possibilities is not being realized.
2. Attendance should be voluntary, with participation dependent upon teachers' willingness to exploit the centre's unique qualities
3. Use should be extended to schools within a reasonable distance.
4. Teachers and centre staff should put more emphasis on higher levels of cognitive and affective learning and work together to better integrate the centre's program with classroom curriculum.

Special Features:
1. An account of the assessment process used in the evaluation
2. Criteria for the classification of educational objectives

Tests Included in Document:
/Observation schedule/

Notes:
A Joint Project of the York County Board of Education and the /Ontario Institute for Studies/ in Education.

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00750**

Burnham, Brian

-- **Recalculation of the 1972-73 Reading and Mathematics Achievement of York County Students on the Canadian Tests of Basic Skills, Form 1, Using 1973 Norms.**

-- Aurora : /York County Board/ of Education, Division of Planning and Development, Research Office, 1974. -- 11 p.

SUBJECT

/STUDENT/S. /Grade 5/ and /grades 7-8/. /York County/

/Academic achievement/ (Canadian Tests of Basic Skills) in /mathematics/ and /reading achievement/ (Canadian Tests of Basic Skills) -- Comparisons with 1966 norms and /Canadian/ /norm/s

ABSTRACT

Type of Study:
Comparative

Sample:
York County students in grades 5, 7, and 8. Data collected 1972-73.

Methodology:
York County scores for grades 5, 7, and 8 in reading and mathematics on the Canadian Tests of Basic Skills (CTBS), Form 1 and Modern Mathematics Supplement (1970), administered during 1972- 73, were recalculated using 1973, unpublished national norms. The results are expressed in grade equivalent conversions and compared with 1966 norms.

Findings:
1. Reading and mathematical raw scores yielded higher grade equivalent scores at all three grade levels.
2. The average scores of the York County grades 5 and 7 students were at or above the 1973 national average.
3. York County grade 8 average reading scores were slightly higher than the national mean; grade 8 average mathematical scores were somewhat lower than the national mean.

Conclusions:
On the basis of preliminary data, it seems that 1973 students showed less mastery of the /skill/s measured by the CTBS than did the 1966 students.

Tests Used in Research but not Included in Document:
/Canadian Tests of Basic Skill/s, Form 1; /Modern Mathematics Supplement/ to /Iowa Tests of Basic Skill/s

Notes:
ON00746 reports original calculations for grade 8 students using 1966 norms; ON00747 reports them for grades 5 and 7 students

(ER)

Related Records: ON00746; ON00747

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00751**

Hamilton Board of Education. Research Services Dept.

-- The Testing Program for the Evaluation of Reading in Hamilton Public Schools, 1970-1973.

-- Hamilton : /Hamilton Board of Education/, Special Services Panel, Research Services Dept., 1973. -- 7 p.

SUBJECT

/READING ACHIEVEMENT/. /Student/s. Grades 2, 5 and 8. /Hamilton/
/Norm/s

ABSTRACT

Type of Study:

Methodological; Comparative

Purpose:

To establish city reading norms for grades 2, 5, 8, and 9 for September and May testing in order to identify students with reading problems; and to provide information that would be useful for the grouping and placement of students and for the evaluation of programs.

Sample:

Students in grades 2, 5, 8, and 9 in Hamilton, Data collected during 1972-73.

Methodology:

Standardized reading tests were administered. After norms were established, only those who had scored in the lowest percentile in September were retested in May, except for grade 5 students, where data were needed to evaluate the Integrated Studies program, and for grade 8 students for whom city norms from May testing needed to be established. Comparisons are made with the 1971- 72 scores. Mean scores in grade equivalents and percentages of students above or below the expected grade equivalents are tabulated for grades 2, 5, and 8.

Findings:

1. /Grade 2/ students who scored in the lowest percentile in September showed considerable improvement in /reading comprehension/ and reading. Mean comprehension scores in grade equivalents rose from 1.2 in September to 2.4 years in May; mean /vocabulary/ scores rose from 1.4 to 2.6.
2. The greatest improvement in grade 2 was shown by those who were one half to one year below the expected level; the least improvement was shown by those who were more than one year below grade level.
3. /Grade 5/ comprehension scores showed a gain of 1.0 years, compared with .6 years in 1970- 71.
4. 18.9% of grade 5 students in May 1973 were reading more than one year below the expected level in comprehension, compared with 21.9% in May 1971.
5. /Grade 8/ mean scores were at the expected level of 8.9 in May. Gains over the year were 1.0 years in vocabulary and .5 years in comprehension.
6. The spread of scores at the grade 8 level was more pronounced than at the grade 5 level. 27.2% of grade 8 students were 2 years or more above the expected level in comprehension, 19.8% were 2 years or more below.

Tests Used in Research but not Included in Document:

/Gates-MacGinitie Reading Test/s, Primary B and Survey E; /Nelson Reading Test/

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00752**

Hewitt, L.J.; Staples, Leonard A.

-- **A Survey to Determine the Need for a Day School for Adults in the City of Hamilton : Procedures and Classification Data of Respondents.**

-- Hamilton : /Hamilton Board of Education/, Special Services Branch, Research Services Dept., 1972. -- 25 p.

SUBJECT

/DAYTIME/ /PROGRAM/S. /Adult education/. /Hamilton/
/Attitude/s of residents

ABSTRACT

Type of Study:
Descriptive

Sample:
Random sampling of the entire city population 17 years of age and over: of 1,141 household members selected, 894 were eventually interviewed (536 females and 358 males). Random sampling of one in nine of /adult/ /student/s presently attending /night school/ in /secondary school/s: 499 questionnaires were received. 81 adult students attending day classes in secondary schools in February, 1972; 68 completed questionnaires. Data collected 1972.

Methodology:
Individual interviews were conducted with the city-wide sample. Self-made questionnaires were administered to adult students. Percentage tables.

Findings:
1. Of the 894 interviewed in the city-wide survey: 30% were between 21-34 years old, 30% between 35-49, and 34% were 50 years plus; 36% worked days and 32% were housewives; 68% were married and 15% single; 95% were not presently taking courses.
2. Among the adults attending evening school: 41% were between 21-34 years; 43% worked days; 60% were married; 42% could attend mornings only and 23% afternoons only.
3. In the case of adults presently attending a secondary day school: 72% were between 17-20 years; 66% were students and 13% worked evenings and nights; 88% were single; 51% could attend mornings only, 46% all day.

Tests Included in Document:
Interviewer's Record Sheet; self-made /questionnaire/s

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00753**

Hamilton Board of Education. Research Services Dept.

-- **Evaluation of the French Immersion Program in Earl Kitchener School, Hamilton : An Interim Report After One Year of the Program.**

-- Hamilton : /Hamilton Board of Education/, Special Services Panel, Research Services Dept., 1976. -- 29 p. in various pagings.

SUBJECT

/IMMERSION/ /PROGRAM/S. /French/ /language/. /Earl Kitchener School/. /Hamilton/
  Effects on /academic achievement/ of /student/s
  Students. /IQ/ and /socioeconomic/ /characteristic/s -- Study examples: /Kindergarten/ -- Comparisons with students in /regular/ programs

ABSTRACT

Type of Study:

Longitudinal; Comparative

Sample:

50 kindergarten students in 2 classes in the French Immersion (FI) Program; 26 students in an English kindergarten (EK) at Earl Kitchener School; 44 students in 2 EK classes at /Peace Memorial School/. 120 /parent/s; responses received from 101 (84%). Data collected 1976.

Methodology:

The Otis Lennon Mental Ability Test (Primary I) was administered to 49 FI students and 56 EK students; Metropolitan Readiness Tests were administered to all students; the French Comprehension Test (Primer) of the Bilingual Education Project, OISE, was administered to FI students. Mean scores are given. An opinion questionnaire was sent to parents to obtain data on reasons for or against enrolment in the program, childrens' progress in kindergarten, opinions about the teaching of French, and parents' /occupation/s.

Findings:

1. FI students had significantly higher IQs, with a mean score of 116.9 vs. a mean score of 107 for EK students.
2. FI students were superior in all sections of the Metropolitan Readiness Tests; the mean score for FI students was 70.3, for EK students, 60.8.
3. Mean average score on the French Comprehension Test was 27.9 (publisher's mean: 25.4).
4. The most frequent reasons given for enrolment in the program were cultural, social, educational and occupational advantages and the program's challenge.
5. Reasons for non-enrolment were concerns as to the possible effects on progress in English and other subjects, inability to help the child in French, little knowledge about the program, and the amount of emphasis on French in both Ontario and Canada.
6. Parents of both groups were pleased with their children's progress.
7. 50% of the fathers and 31% of the mothers of FI students were professionals; three parents in the control group were professional.
8. More EK fathers were blue collar workers and more EK mothers were housewives; there were also more single parents in the EK group.

Conclusions:

1. Based on publishers' norms, FI students achieved well both on French Comprehension Tests and readiness tests.
2. The higher IQs of the FI students are undoubtedly related to the higher educational attainments of their parents.

Special Features:

Schedule of tests for 1976-77 and 1977-78

Tests Included in Document:

Self-made parent /questionnaire/s

Tests Used in Research but not Included in Document:

/Otis-Lennon Mental Ability/ Tests (Primary 1); /Metropolitan Readiness Test/s; /French Comprehension Test/ (Primer) of the Bilingual Education Project OISE

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00754**

Staples, Leonard A.

-- A Survey of Business Requirements for High School Business Education Graduates in the Hamilton Area.

-- Hamilton : /Hamilton Board of Education/, Special Services Branch, Research Services Dept., 1976. -- 48 p.

SUBJECT

/BUSINESS EDUCATION/. Programs. /Secondary school/s. /Hamilton/
/Attitude/s of /employer/s
/Graduate/s. /Employment/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To ascertain changes in employers' expectancy of business education graduates from secondary schools in Hamilton.

Sample:

298 firms in Hamilton having staff members who are also members of the Administrative Management Society. Firms were divided into those that provided /work experience/ for students (242) and those that did not (56), and further into three categories depending on the number of business graduates employed during 1975.

Methodology:

Questionnaires were sent to contact persons in the various firms; 142 (48%) were returned. 114 (47%) came from firms that participated in providing work experience for prospective graduates, 28 (50%) from the other firms. Response frequencies and percentages are tabulated by type of firm.

Findings:

1. Over 450 business education graduates were hired in the Hamilton area during 1975. Of these, 35% were secretarial, 10% accounting, and 55% general clerical.
2. Twenty of the larger firms hired 70% of the 1975 graduates.
3. 55% rated the graduates as good or very good, 33% as fair and 12% as inadequate or poor. Lowest ratings were for English usage, /grammar/ and /spelling/.
4. Most firms had a requirement of 50 words per minute in /typewriting/. 60% of responding firms required applicants to take a test.
5. 75% of the typewriters in use were electric, and 80% of the firms expected business applicants to be proficient in their use.
6. Only about 40% of the firms had a speed requirement for /stenography/. Half of these required 100 words per minute, and the remainder 80 words per minute.
7. About 60% expected secretaries to compose routine letters.
8. Principal causes for junior employee dismissals were poor attendance, poor attitude towards the job, unsatisfactory performance, and lack of interest in the work.
9. Over 40% of the accounting systems were computerized, 29% were manual.
10. Over 70% of the respondents felt that a longer work experience program would be more beneficial; 60% thought that two continuous weeks was the best type of program.

Tests Included in Document:

Self-made /questionnaire/

(LR)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

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PROCESSED REPORT **ON00755**

Staples, Leonard A.

-- Evaluation of Semester System, Barton Secondary School - Hamilton, Part II.

-- Hamilton : /Hamilton Board of Education/, Special Services Panel, Research Services Dept., 1975. -- 36, 43 p.

SUBJECT

/SEMESTER/ DIVISION. /Secondary school/s
/Attitude/s of /student/s and /teacher/s
Effects on /academic achievement/ of students -- Study regions: /Hamilton/ -- Study examples: /Barton S.S./

ABSTRACT

Type of Study:
Longitudinal; Comparative

Purpose:
To evaluate the aims and /objective/s of the semester system, and to assess student achievement, attitudes and opinions and the experiences of teachers and students in the semester system.

Sample:
Students in Barton S.S. (BSS) and in two control (C) secondary schools. Data collected spring 1973, and during 1973-74, 1974-75.

Methodology:
A battery of standardized and city-wide tests was administered in BSS and C schools prior to and after the introduction of the semester system. Opinion questionnaires were administered to all BSS staff (except the principal and vice principals) in May 1973, 1974, and 1975. Opinion questionnaires were administered to BSS Year II students in May 1973, Year II and III students in May 1974, and Year II and IV students in May 1975. Data were collected from school records prior to and after introduction of the semester system regarding: student achievement, credits completed, use of /guidance/ and /counselling/, student /attendance/, student /enrolment/ and retirement, and the number of students who /graduate/d. Tables of frequencies, percentages, raw scores, means, medians and grade equivalents are in the body of the report and in a separate appendix.

Findings:
1. More /credit/s were passed in all years under the semester system, particularly in Year IV. Median marks at BSS were higher in 1973-74 and 1974-75 than in 1972-73, but these did not correlate highly with scores on standardized and city-wide tests.
2. Teachers noted: improvements in students' attitudes and efforts and in teacher morale; fewer /discipline/ problems; a heavier workload; and increased use of the /library/ and resource centre.
3. Students found classes more relaxing, and showed a greater interest in learning and willingness to cooperate.
4. Semestering had no effect on teacher absences, student absences were significantly less, but the data were unreliable.
5. The number of BSS students earning a diploma rose sharply in 1974-75.

Conclusions:
Most teachers and students believe the semester system to be successful, having apparently reached its objectives with no adverse effects on student achievement.

Tests Included in Document:
Self-made /questionnaire/s

Tests Used in Research but not Included in Document:
/Gates-MacGinitie Reading Test/; /City-Wide Math Test/; /Cooperative School and College Ability Test/s - Verbal and Maths Sections; /Sequential Tests of Educational Progress/ - Reading Test 2A, Part 2

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00756**

Staples, Leonard A.
-- A Summary of a Report on The Enoc Programme : The Educational Needs of the Older City, 1965- 1970.
-- Hamilton : /Hamilton Board of Education/, Special Services Branch, 1970. -- 8 p.

SUBJECT

/ENOC PROGRAM/. /Intervention/ /program/s. /Elementary school/s. /Inner city/. /Hamilton/
/Attitude/s of /principal/s and /teacher/s
Effects on /academic achievement/, /academic/ /promotion/ and /reading achievement/ of /student/s

ABSTRACT

Type of Study:
Comparative

Purpose:
To evaluate the compensatory ENOC Program operating in four Hamilton schools.

Sample:
663 students in 9 schools: 4 ENOC schools and 5 control schools (4 in the inner city and 1 in an affluent area). Teachers and principals of the 9 schools. Data collected 1970.

Methodology:
Demographic information was obtained from OSR's. 310 students were selected for standardized testing; students who attended only one school from 1965 or 1966 were considered separately from students who attended more than one school. Also collected were data on: student progress, lates and absences, teaching staff, schools' /educational/ /facilities/, /library/ facilities, equipment, budget and program costs. Opinion questionnaires were given to teachers; the nine principals were interviewed. Questionnaire response percentages are tabulated.

Findings:
1. Students in the ENOC program for periods of 4-5 years did not surpass students in control schools in scores on standardized tests, school progress, or /attendance/ records.
2. Teachers and principals believed the ENOC objectives were being met.
3. 29% of the ENOC teachers felt the program was accomplishing its objectives to a great extent, 71% to some extent.
4. ENOC students who attended junior kindergarten from 1967 onward did better in kindergarten and the early primary grades than did students from other inner city schools.
5. ENOC students surpassed those in control schools in: percentage promoted from kindergarten to grade 1, attendance efficiency during kindergarten and reading test scores in grade 2 (these gains were not in evidence by grades 4 or 5).
6. ENOC school libraries were adequate.
7. Teachers believed ENOC classes were too large.
8. Staff changes and inexperienced teachers affected the continuity of program.
9. The ENOC and inner city schools' physical facilities were not conducive to optimum learning.

Conclusions:
1. There is little objective evidence that the ENOC program compensates to a significant degree for the disadvantages of inner city life. Subjective evidence shows that many children do benefit from the ENOC program.
2. The effectiveness of the school in solving social problems in the community is limited; social services in the schools should be expanded.

Tests Used in Research but not Included in Document:
/Otis-Quick Scoring Mental Ab/ility Tests; /California Test of Personality/; /SRA Achievement Series: Read/ing 2-4; /Dominion Group Test of Learnin/g Capacity (Primary); self-made Teacher /Questionnaire/

(ER)

Availability: MF - $0.50, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00757**

Duncan, J.M.

-- The Summer Skill Program 1974.

-- Hamilton : /Hamilton Board of Education/, Special Services Panel, Research Services Dept., 1975. -- 15 p.

SUBJECT

/SUMMER SKILLS PROGRAM/. /Summer school/s. /Elementary school/s. /Hamilton/
/Attitude/s of /student/s. Study examples: /Grades 7-8/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To describe and evaluate the 1974 Summer Skill Program (SSP).

Sample:
488 students enrolled in the SSP at 4 schools, representing 7.1% of total grades 7 and 8 enrolment in Hamilton.

Methodology:
The history, /curriculum/ and fee structure of the SSP is described. A questionnaire was administered in the last week of the program; 305 students (62.5%) responded. Results are tabulated by physical and nonphysical courses. Comparative findings for 1973 were also given.

Findings:
1. Most courses were given high interest ratings.
2. Students felt they had learned the greatest amount in leathercraft, boys' judo, strength training, instrumental music, girls' judo, hand sewing and gymnastics.
3. A greater percentage of students would 'enthusiastically recommend' /physical education/ as opposed to nonphysical courses.
4. Two-thirds of the students hoped to pursue further training in the physical course of their choice, 55% in the nonphysical.
5. Students' suggestions for improvements related mostly to some form of expansion of the program in time, number of courses, equipment, or duration.
6. Among the suggestions for new courses, /swimming/ was the most popular.

Conclusions:
1. Ratings and comments on questionnaires indicated a strongly favourable attitude toward the SSP.
2. Enrolment in the SSP showed an 11% increase over the previous year.
3. Benefits from the SSP will continue into the future since many students planned to maintain their new hobbies.

Special Features:
1. Summary of students' comments about the 5 physical and 9 nonphysical courses.
2. A profile of students by age, family size, and general pattern of summer activity.

(HN)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00758**

Staples, Leonard A.

-- A Report on Pupil Retirements from the Secondary Schools of Hamilton October 1, 1973- September 30, 1974.

-- Hamilton : /Hamilton Board of Education/, Special Services Panel, Research Services Dept., 1975. -- vi, 69 p.

SUBJECT

/SECONDARY SCHOOL/S. /Hamilton/
/Dropout/s. /Employment/
/Graduate/s. /Certification/, employment and /postsecondary/ education

ABSTRACT

Type of Study:
Descriptive

Purpose:
To describe the number, certification and destinations of students leaving secondary schools in Hamilton between October 1, 1973 to September 30, 1974.

Sample:
All students (n = 5,441) who ceased to attend secondary and vocational schools in Hamilton between October 1, 1973 and September 30, 1974. 4,532 retired from secondary schools, 909 from vocational schools; 2,952 (54%) were /male/s and 2,489 (46%) were /female/s. Data collected 1974.

Methodology:
Data were collected from the Pupil Retirement Form completed by schools for every student withdrawing. Some data from surveys in previous years are given. Results are presented in graphs and in frequency and percentage tables.

Findings:
1. The percentage of retirements graduating with either a Secondary School Graduation Diploma (SSGD) or a Secondary School Honours Graduation Diploma (SSHGD) dropped to 62% from a high of 64% in 1970-71.
2. 10% of the September enrolment were early leavers (dropouts). The highest percentages were in Year III and Year IV.
3. 68% of Year V graduates (SSHGD) went to university, an increase from 57.5% in 1972-73. 11% went directly into the field of employment.
4. 704 students retired to continue their studies at Colleges of Applied Arts and Technology. This included 12% of all Year V graduates and 33% of all Year IV graduates.
5. During the year a total of 3,070 retirements from secondary schools entered employment. 1,759 (57%) were males, 1,311 (43%) were females. Only 1,146 (37%) were secondary school graduates; in 1972-73, 45% were graduates.
6. Out of every 100 retirements who entered employment 3 were Year V graduates (SSHGD); 34 were Year IV graduates (SSGD); 25 were Year III, IV and V nongraduates; 15 were from Years I and II; and 23 were from vocational schools.
7. The reported number of retirements unemployed or seeking work declined to 12% from 15% in 1972-73 and 20% in 1971-72. The highest rates were for Year II and III nongraduates, the lowest for certificated male vocational and Year IV technical graduates.
8. 21% of all employed retirements obtained their first jobs as factory and production workers, 20% in clerical occupations and 18% as labourers.

(LR)

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00759**

Staples, Leonard A.; Duncan, J.M.

-- An Evaluation of the Present Method of Reporting to Parents in Levels I to VI in Hamilton Elementary Schools.

-- Hamilton. /Hamilton Board of Education/, Special Services Branch, Research Services Dept., 1975. -- ii, 51 p.

SUBJECT

/REPORT/S. /Achievement/. /Student/s. /Elementary school/s. /Hamilton/
/Attitude/s of /parent/s, students and /teacher/s

ABSTRACT

Type of Study:
Descriptive

Sample:
1,388 randomly selected parents (P); responses from 1,232 (89%). 536 teachers (T) and principals who were using the Junior (Anecdotal) Report and had previous experience with it. 443 Level VI-VIII students (S). Data collected 1974-75.

Methodology:
A self-made questionnaire was distributed. Frequency distributions are tabulated; comments are summarized.

Findings:
1. 82% of Ps and 47% of Ts were either completely or generally satisfied with the present method of reporting, but only 2% of Ts were completely satisfied.
2. 95% of Ps and Ts considered the /interview/ to be a meaningful way of reporting. Very few Ps preferred interviews only. Both Ps and Ts thought there should be at least 2 interviews annually.
3. More Ps than Ts were satisfied with the present report form, but 84% of Ts and 64% of Ps thought that the /anecdotal report/ did not provide enough specific information.
4. 95% of Ss, 84% of Ps, and 63% of Ts considered /mark/s and letter grades either very or fairly important.
5. Only 17% of Ts thought that marks were very important, preferring letter grades or check lists. More junior grade than primary grade Ts considered letter grades very important.
6. There were few differences of opinion among Ps, Ss, and Ts by type of school, section of the city, or grade level.
7. Ps and Ts generally agreed that the anecdotal report tended to provide encouragement for the Ss and to reduce /competition/. Some felt that some competition could be an incentive.
8. Ps wanted 3 or 4 reports a year, Ts 2 or 3, and Ss 4. Several comments from Ps and Ts recommended the first written report be given out prior to the first interview.

Conclusions:
1. Ps are generally satisfied with the present method of reporting but consider some improvements desirable. They would prefer at least 2 yearly interviews and would like more information about /academic achievement/, /study habit/s, etc.
2. Ss and Ts are more critical, particularly of the anecdotal report form. Ts feel that these anecdotes are often misinterpreted by Ps.

Tests Included in Document:
Self-made /questionnaire/

(LK)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00760**

Staples, Leonard A.
-- **Survey of Parents' Opinions of Field Trips in Hamilton Elementary Schools.**
-- Hamilton : /Hamilton Board of Education/, Special Services Panel, Research Services Dept., 1976. -- 40 p. (-- Report ; 105)

SUBJECT

/FIELD TRIP/S. /Student/s. /Elementary school/s. /Hamilton/
/Attitude/s of /parent/s

ABSTRACT

Type of Study:
Descriptive

Sample:
1,165 randomly selected parents of elementary school students in the city of Hamilton; responses received from 1,059 (90.9%). Data collected 1975.

Methodology:
A questionnaire containing 5 sample field trips was distributed via the schools. The costs of the trips in time and money were indicated and parents were asked to indicate their reasons for approval or disapproval and to indicate the number of trips of each type which should be taken during the year. Data were analyzed by grade level and section of the city. Frequencies, percentages and medians are tabulated.

Findings:
1. Percentages of parents expressing approval for each type of trip were: a local historical site, 98%; the Botanical Gardens, 97%; the Science Centre in Toronto, 92%; Ste. Marie-among-the- Hurons, 73%; and Ottawa, 63%.
2. Support for the Ottawa trip was lowest in the /inner city/, with /cost/s most frequently cited as the reason for disapproval.
3. The most frequent reasons for all disapprovals were costs, followed by risk of injury to the child, the cost in time away from school, the age of the child, the distance, or the number of children in the family.
4. The median number of trips recommended per year was: historical site, 1.7; gardens or science centre, 1.2; Midland, .9; and Ottawa, .8.
5. There was a general relationship between the age of the child and parents' opinions of the length of the trip.
6. Written comments were overwhelmingly positive towards field trips, many offering helpful suggestions.

Conclusions:
Parents feel that field trips should be a part of education as long as they are well planned and organized for a specific purpose and for a particular age group, and that emphasis should be on local trips, with financing available for longer trips to ensure equal opportunities for all students.

Special Features:
/Bibliography/ -- 6 items

Tests Included in Document:
Self-made /questionnaire/

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00761**

Staples, Leonard A.

-- A Report on Pupil Retirements from the Secondary Schools of Hamilton, October 1, 1974 - September 30, 1975.
-- Hamilton : /Hamilton Board of Education/, Special Services Branch, Research Services Dept., 1976. -- vi, 69 p. (-- Report ; 107)

SUBJECT

/DROPOUT/S. /Secondary school/s. /Hamilton/
/Employment/
/GRADUATE/S. Secondary schools. Hamilton
Employment and /postsecondary/ education

ABSTRACT

Type of Study:
Descriptive

Sample:
All retiring students in Hamilton schools from October 1, 1974-September 30, 1975.

Methodology:
Data were collected from Pupil Retirement Forms completed by Hamilton secondary and /vocational/ /school/s for all students who ceased to attend a publicly supported school and did not enrol in another publicly supported school. Data includes graduates and nongraduates. Tables and graphs show frequencies and percentages.

Findings:
1. 5,148 students ceased to attend secondary and vocational schools during 1974-75, representing 27.8% of September enrolment; 2,804 (54%) were /male/, 2,344 (46%) were /female/.
2. Of the 4,325 retirements from secondary schools, 63.5% had completed the program undertaken. 19.9% had a 5-year diploma.
3. The number of dropouts dropped slightly to 9.6% of September enrolment, with the highest number leaving in Year III.
4. The number of graduates going to /university/ was higher than in any previous year (74% as compared to 57.5% in 1972-73).
5. 28% of graduates went to /community college/s.
6. 2,846 retiring students entered employment during 1974-75: 3% were Year V graduates; 36% were Year IV graduates; 20% were Year III, IV and V nongraduates; 19% were from Year I and II; and 22% were from vocational schools.
7. The number of unemployed retiring students rose significantly from 11.8% in 1973-74 to 18.3% in 1974-75. The highest rate was among students leaving in Years I and II.
8. 19% of employed retirements obtained jobs as labourers, 18% as factory workers, 17% as clerical workers. Among female students, 37% were employed in clerical work.

Special Features:
Tables of raw data

Tests Included in Document:
/Pupil Retirement Form/

(DP)

Availability: MF - $1.00; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00762**

Staples, Leonard A.

-- Follow-Up Survey in 1974 of Students Who Were in Opportunity Classes in 1970-71.

-- Hamilton : /Hamilton Board of Education/, Special Services Branch, Research Services Dept., 1974. -- 11 p.

SUBJECT

/STUDENT/S. /Opportunity class/es. /Elementary school/s. /Hamilton/
/Academic achievement/ and subsequent /educational/ /experience/

ABSTRACT

Type of Study:
Descriptive

Sample:
174 students (120 /male/s, 54 /female/s), randomly selected (25%) from the 688 students who had attended opportunity classes in 1970-71. Data were available for 166 students. Data collected in 1974.

Methodology:
Data on students were collected from school records. Frequencies, percentages and means are tabulated.

Findings:
1. On leaving opportunity classes, 21% of the students returned to /regular/ /class/es, 77% went to /vocational school/s.
2. Students who returned to regular classes spent 1-5 years in opportunity classes (average 2.5 years), gained an average of .8 grades per year, and on leaving had an average age of 11.4 years and an average grade level of 4.5. 44% of students who transferred to regular classes later went to vocational schools.
3. Students who transferred to vocational schools from opportunity classes spent an average of 4.3 years in opportunity classes, gained an average of .5 grades per year, and on leaving had an average age of 14 years and an average grade level of 3.9.
4. Of 24 students who had left vocational schools by May 1974, 3 were in /secondary school/, 4 were employed, 1 was a housewife and 1 was in a school for the trainable retarded. Destinations of the remainder were unknown.
5. In May 1974, 23% of the 166 students were still in opportunity classes, had spent an average of 4.8 years there, had an average age of 12.2 years, had an average academic rating of 4.2, and gained an average of .6 grade levels per year.
6. Based on the random sample, 48% of students who were in an opportunity class in 1970-71 had spent 5 or more years in an opportunity class in May 1974.

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00763**
Staples, Leonard A.
-- A Survey of the Need for Data Entry Operators.
-- Hamilton : /Hamilton Board of Education/, Special Services Branch, Research Services Dept., 1973. -- 16 p. in various pagings.

SUBJECT

/DATA PROCESSING/ /OCCUPATION/S. /Hamilton/
Data entry operators. /Employment/ /opportunities/ and /qualification/s

ABSTRACT

Type of Study:
Descriptive

Purpose:
To survey the needs of /business/es in order to determine the usefulness of establishing a secondary school course for data entry operators.

Sample:
65 data processing managers at firms in Hamilton; responses received from 57 (88%). Data collected in December 1972.

Methodology:
An introductory letter and questionnaire were mailed. Frequencies and percentages are tabulated.

Findings:
1. 37 of the firms employed 368 data entry operators: 190 /key punch/ operators, 116 key to tape operators and 62 other operators.
2. 29 firms, employing 326 operators, would be willing to employ inexperienced, trained secondary school graduates. This would mean approximately 33 job openings a year at a 10% turnover rate.
3. 63% of the 37 firms provided some type of training.
4. Educational qualifications required included: /grade 12/ (required by 64%); average typing speed of 55 words per minute; average keypunch speed of 9,200 strokes per hour with 95% accuracy; and some knowledge of Program Card or Drum Card (required by 83%).
5. 68% of the 37 firms administered aptitude or other tests to screen applicants.
6. 22 firms would contribute source documents to assist in the implementation of a data entry course.

Tests Included in Document:
Self-made /questionnaire/

(DP)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00764**

Usher, Brian R.

-- Community Involvement Program Evaluation Supplemental Report : Weston Collegiate Community Involvement Program.

-- Etobicoke : /Etobicoke Board of Education/, 1976. -- vi, 81 p.

SUBJECT

/SOCIAL ACTION/. /Program/s. /Secondary school/s

/Community Involvement Program/. /Attitude/s of /parent/s, /student/s, /teacher/s and /social/ /agencies/ -- Study regions: /Etobicoke/ -- Study examples: /Weston C.I./

ABSTRACT

Type of Study:

Descriptive

Purpose:

To evaluate the Community Involvement Program (CIP) at Weston C.I. and assess the nature of the teaching activities, the social agencies feelings about their participation, and student and parent reactions to the program.

Sample:

29 students (8 male, 21 female) enrolled in the 4 credit CIPs and their teachers. 16 social agencies; 12 completed questionnaires. 24 of the student's parents, 22 responded. Data collected 1975.

Methodology:

Students were placed in 16 social agencies in Metropolitan Toronto, spending 1-1/2 days a week in CIP class and 3-1/2 days or 20 hours in the assigned agency. The in-school portion of the program was monitored by using the Teacher Record of Learning Activities form to record topics and activities covered in CIP class. At the end of the semester: 24 students completed a Student Evaluation Questionnaire regarding their views of CIP; agency questionnaires were completed by the appropriate persons to see how the agencies related to the CIP course and to the students working for them; and questionnaires designed to discover opinions on the CIP and their perceptions of their child's development over the semester were administered to parents. Tables.

Findings:

1. The main objective of increasing the students' understanding of social problems and social agencies was fulfilled: they gained /perception/ of the problems of the disadvantaged and ways of helping; gained an excellent sense of the agency and the issues with which they worked; and found that firsthand experience contributed more to their future plans than theoretical classroom discussions.
2. The agencies were very positive about their experiences with the CIP.
3. Students were pleased with their agency experiences and frequently cited working as the aspect of the program they liked best.
4. While the agency experience enabled the students to gain intensive firsthand knowledge of one particular agency, the in-class sessions broadened their understanding of social /problem/s in general.
5. 100% of the parents agreed that the CIP was a worthwhile addition to the school curriculum.

Special Features:

1. CIP course of study -- p. 27-33
2. List of participating agencies -- p. 34

Tests Included in Document:

/Teacher Record of Learning/ Activities; Self-made /questionnaire/s

(TO)

Related Records: ON00620

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00765**

Staples, Leonard A.

-- **A Study of Student Mobility in Areas of Population Growth : Hamilton's Elementary Schools 1972-73.**

-- Hamilton : /Hamilton Board of Education/, Special Services Branch, Research Services Dept., 1974. -- 15 p.

SUBJECT

/MOBILITY/. /Student/s. /Elementary school/s. /Hamilton/
related to /enrolment/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To study the characteristics of the movement from developed to developing parts of the city of students attending elementary school during periods of declining enrolments.

Sample:
Seven schools in developing areas of the city with significant increases in enrolment during the two-year period immediately preceding the study, during which enrolments in other sections of the city were decreasing.

Methodology:
Details of 'transfers-in' to the schools for the period September 5, 1972 to November 1973, were collected on a specially designed form. Information was readily available from journals of transfer students kept by the schools. Data presented by tables and maps.

Findings:
1. A total of 1,721 students transferred into the seven participating schools. Enrolment differed considerably from school to school.
2. 1,157 (67.2%) transferred from schools under the Hamilton Board of Education; 90 (5.2%) transferred from the Wentworth County Separate School Board; 143 (8.3%) from the Wentworth County Board of Education; 58 (3.4%) from Burlington; and 273 (15.9%) from boards across Canada and abroad.
3. The highest concentration of transfers was in the primary grades, particularly levels 1 and 2.
4. Many families moved to new areas similar geographically to the ones they had left.

Conclusions:
1. The number of elementary students moving from Hamilton schools into schools of increasing enrolment (1,157) is slightly greater than the overall decrease in enrolment (1,013).
2. Enrolments in the 7 schools will continue to grow since a high percentage of the transferring students were in the lower grades.

(LR)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00766**

Stennett, Richard G.; Campbell, M.; Posno, R.; Roberts, T.R.

-- A Proposal for the Development and Implementation of an Integrated, Long-Range Curriculum Development Plan.

-- London : /London Board of Education/, 1975. -- 12 p.

SUBJECT

/CURRICULUM/ /DEVELOPMENT/. Schools. /London/

Plan. Rationale and proposal

ANNOTATION

The document contains a proposal developed by a committee under the direction of the Superintendent of Curriculum and Planning in 1974-1975. The initial tasks and projects of the committee are presented, and the proposal is discussed under: the need for such a plan, its benefits, the concepts involved, and the conditions necessary for successful implementation.

The need for such a plan is discussed under five major headings: a shift in responsibility for curriculum development from the Ministry to local school boards; an increase in statements by local boards regarding educational philosophy, goals and objectives; an increase in the demand at both local and national levels for new curricula; an increase in the complexity of school organization and multiplicity of curricula; and the acceleration of growth in knowledge and changes in social institutions. Four specific benefits are described: improved management; better balance in curriculum; improved congruity of philosophy and practice; and important by- products such as the plan acting as a communications vehicle.

The concept of the plan is fully detailed with definitions given to the terms: /integrated/, long-range, curriculum development, and plan. Major changes associated with the plan are subdivided into: needs assessment, curriculum writing, initial implementation, /evaluation/, and monitoring. Conditions necessary to ensure the successful implementation of the plan are detailed under: staffing, role shifts, and administrative policy. Recommendations for the treatment of the proposal and a hypothetical example are also presented.

Notes:

M. Campbell was the chairman of the Committee, R. Stennett was the main author.

(ER)

Related Records: ON00767; ON00768

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00767**

Stennett, Richard G. ; Campbell, M.; Posno, R. ; Roberts, T.R.

-- Outline of a Course of Action for Developing and Implementing an Integrated, Long-Range Curriculum Development Plan.

-- London : /London Board of Education/, 1975. -- 27 p.

SUBJECT

/CURRICULUM/ /DEVELOPMENT/. Schools. /London/
Plan. Development and implementation

ANNOTATION

The document contains an outline of a course of action that could be followed to translate the concept of an integrated, long-range curriculum development plan into practice in the London school system. The plan is presented in four phases each of which would end with a formal review by senior administration.

Phase I - Gearing Up - would involve the assignment of responsibilities to key personnel; /inservice/ programs in planning and curriculum development concepts; review and revision of the original plan; the development of principles for teaming development in groups of curricular areas; and the development of planning guidelines, formats and procedures.

Phase II - Pilot, Revision, Planning - is described by detailing the pilot trial; planning by 3 leaders trained in the Phase I procedures; and parallel planning of special, support and student service coordinators.

The components of Phase III - Integrating to a Master Plan - are: integrating subject area plans to a provisional master curriculum plan; creating support service plans; producing a revised master plan; and deriving a master inservice schedule and budget and manpower statements.

Phase IV - Implementing and Recycling - would involve implementing the master plan and developing detailed procedures for the annual updating of each leader's plan. Included are details of the human resources required, time estimates, flow charts of the events occurring in each phase, detailed charts of activities in each phase, descriptions of activities to be undertaken, lists of key considerations, /budget/ requirements, and recommendations.

Notes:
M. Campbell was the chairman of the Committee, R. Stenriett was the main author.

(ER)

Related Records: ON00766; ON00768

Availability: MF - $0.50

PROCESSED REPORT **ON00768**

Stennett, Richard G.; Campbell, M.; Posno, R.; Roberts, T.R.

-- Concerns of Coordinators and Consultants re Conditions Necessary for Implementing a Long- Range Curriculum Plan and Summary of Coordinators' and Consultants' Responses to Certain Portions of the Structured Interview Survey.

-- London : /London Board of Education/, 1975. -- 8 p.

SUBJECT

/CURRICULUM/ /DEVELOPMENT/. Schools. /London/
Plan. /Attitude/s of /consultant/s and /coordinator/s

ABSTRACT

Type of Study:
Descriptive

Sample:
26 coordinators and consultants of the London school system. Data collected 1974-75.

Methodology:
A structured interview survey was conducted. The concerns regarding /staffing/, /role/ shifts and /administrative/ policy are expressed descriptively; summary responses are expressed numerically.

Findings:
1. Staffing concerns centred on: the problem of defining the kindergarten (K) to grade 13 subject areas to be headed by a senior person; the development of expertise necessary to cover the entire K-13 span; the continuity of personnel in senior positions; the procedures for deciding the importance of various subject areas and their staff complement; and the concept of having a single, senior administrator responsible for the planning [illegible] curriculum.
2. There were concerns about potential conflicts between responsibilities assigned by principals and teachers and those assigned by a senior person in the particular consultant's and-or coordinator's subject area.
3. There were also concerns about role clarification, about how and by whom the results of /evaluation/s would be assessed in terms of decisions to change program or curriculum, and about administrative role responsibility re maintenance of the curriculum and the setting of objectives.
4. 92% of the sample believed London should have such a plan.
5. 77% were positive about working under the system.
6. 30% saw no significant problems.
7. 15% were concerned about possible loss or gain of staff.

Tests Used in Research but not Included in Document:
Self-made /Interview Schedule/

Notes:
M. Campbell was the chairman of the Committee, R. Stennett was the main author.

(ER)

Related Records: ON00766; ON00767

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00769**

Stennett, Richard G.; Fairweather, W.A.

-- **Residential Mobility of the Elementary School Population of London Public Schools, 1965 to 1971.**

-- London : /London Board of Education/, Educational Research Services, 1971. -- 24 p.

SUBJECT

/MOBILITY/. /Student/s. /Elementary school/s. /London/
Comparisons by regions

ABSTRACT

Type of Study:

Descriptive

Methodology:

Student population statistics were taken from principals' lists of all students in the London area entering elementary schools over the academic years 1965-66 to 1970-71. Primary analysis of the data for the 67 schools excluded student exchanges not resulting from changes of residence. The schools were grouped into 30 families, then aggregated into 4 large groups. Frequency and percentage tables; maps; graphs.

Findings:

1. The population of core area schools increased, then decreased during the period studied; the population of western region schools remained constant; eastern region schools increased by approximately 1,000 students; and the /suburban/ area schools increased by almost 3,000 students.
2. Residential mobility was highest in the core area of the city.
3. There was a relative decline in the entry of new students into the London area, but this decline was less pronounced in /inner city/ and suburban areas.
4. There was a marked shift of students from the eastern to core and suburban areas.

Conclusions:

More adequate monitoring of the size of and changes in the elementary school population is needed. To this end, machine-language student files and geocodes developed by the city of London in cooperation with Statistics Canada would provide an excellent data base.

(DP)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00770**

Stennett, Richard G.

-- Ontario Coordinators and Consultants : Where It's At in 1974.

-- London : /London Board of Education/, Educational Research Services, 1974. -- 16 p. (-- Research report ; 74-03)

SUBJECT

/BOARD OF EDUCATION/. /Ontario/
/Consultant/s and /coordinator/s. /Role/s

ABSTRACT

Type of Study:
Descriptive

Purpose:
To survey issues of common concern to coordinators and consultants.

Sample:
245 coordinators and consultants; responses received from 172 (70%). Data collected 1974.

Methodology:
A questionnaire querying roles, values, and issues; /attitude/s and /satisfaction/; and issues of concern in order of importance was administered. Means, standard deviations, and percentage frequency distributions were calculated for each variable; attitude and opinion items were intercorrelated and the matrix factor-analyzed, with the resulting factors rotated via the varimax method. Tables.

Findings:

1. 97% saw leadership in /curriculum development/ and planning as a prime role; 98% saw their work as identification, /evaluation/, and /dissemination/ of new and better /teaching aid/s and /teaching method/s in their subject areas; 92% felt developing consensus about local educational priorities was also a major role.
2. Identified needs were: for special training in techniques of consultation; for the organization of the school system along functional kindergarten-grade 13 subject areas rather than arbitrary geographical bounds; and for educators to encourage a less mechanistic and more humanistic orientation.
3. Ambivalence existed about the extent to which abilities were being utilized in current roles.
4. 84% of coordinators agreed that a major failing of the educational system is its inability to assess needs adequately and to establish priorities.
5. 68% agreed that each subject area should be regarded as equally essential; 83% agreed English should be a core subject.
6. 67% said emphasis in a particular subject area should vary with each year.
7. 96% wanted to be perceived by teachers as colleagues rather than supervisors.
8. 79% were frustrated by being held accountable for success in their subject area without having the administrative authority to guarantee it.
9. 75% agreed that long-term, full time appointments were necessary.
10. The relationship with the administrative hierarchy was seen as unclear.
11. Over half felt that school boards were more influenced by community pressure groups than by the director of education and professional staff.
12. 59% said they rarely were given a performance evaluation and found this area the least satisfactory.

Tests Used in Research but not Included in Document:
/Questionnaire/

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00771**

Smythe, Padric C. ; Stennett, Richard G.

-- The Effects of Oral French Training on Students' Attitudes and Linguistic Abilities : A Preliminary Report.

-- London : /London Board of Education/, Educational Research Services, 1970. -- 24 p. in various pagings.

SUBJECT

/ORAL/ /PROGRAM/S. /French/ /language/. Schools

Effects on /student/ /academic achievement/ in French and /attitude/s to French language and French /Canadian/s -- Study regions: /London/ -- Study examples: /Grade 9/

ABSTRACT

Type of Study:
Comparative

Sample:
93 grade 9 students in 1969-70 who had taken the Oral French (OF) program in grades 7 and 8. 78 grade 9 students at the same school in 1966-67 who had not taken an OF program. Parents of OF and NOF students. Data on NOF students were collected in 1966-67; data on OF and /parent/ groups in 1969-70.

Methodology:
OF and NOF students were matched for sex, chronological age, average IQ and language aptitude as measured by the Modern Language Aptitude Test. Attitude scales were administered to all students and parents; subtests of the Canadian Achievement Test in French and oral proficiency tests were administered to students. Means, standard deviations and mean differences are tabulated.

Findings:
1. NOF students were more positive in their attitude toward French speaking people, and had a greater desire to learn French and more pragmatic reasons for wanting to do so.
2. There were no differences in willingness to interact with French speaking people, nor in attitudes towards learning a foreign language.
3. OF students' parents were more positive toward French speaking people, encouraged their children to a greater degree to learn French, endorsed integrative reasons for studying French more strongly, and were more disatisfied with the state of society.
4. NOF parents gave more pragmatic reasons for learning French.
5. NOF students scored significantly higher on written /comprehension/ and /vocabulary/ subtests.
6. OF students had superior accents, greater reading and free speech fluency and superior oral sentence structure.
7. There were no differences between OF and NOF students in complexity of speech, nor in Christmas and Easter average marks in French.

Conclusions:
1. Emphases in particular French courses are reflected in patterns of relative superiority in oral or written skills.
2. Differences in the desire to learn French may be due to the fact that French was a novel subject for the NOF cohort.
3. Differences among parents' and students' attitudes may reflect significant changes in the national culture between 1966 and 1970.

Special Features:
1. /Bibliography/ -- 9 items
2. Aims of the Oral French Program

Tests Used in Research but not Included in Document:
Self-made attitude scales; Canadian /Achievement Test in French/; /Modern Language Aptitude Test/

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00772**

London Board of Education

-- Religious Education in the Public Schools of the City of London, Ontario, 1966.

-- London : /London Board of Education/, 1966. -- 43 p.

SUBJECT

/RELIGIOUS EDUCATION/. /Program/s. /Elementary school/s. /London/
/Evaluation/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To evaluate the religious education program in order to determine its effectiveness, its desirability, /attitude/s toward course content, and jurisdiction of responsibility.

Sample:

684 /grade 6/ students - responses from 663 (97%); 675 /grade 8/ students - responses from 631 (93%); 918 /grade 3/ /parent/s - responses from 657 (73%); 695 grade 8 parents - responses from 519 (75%); 61 public school /principal/s - responses from 61 (100%); 105 teachers - responses from 103 (98%); 58 clergymen - responses from 45 (78%). Data collected 1966.

Methodology:

To ensure geographic representation in the student sample, one school in each of a core area, a transitional area, and a suburban area were selected in each quadrant of the city. To determine whether student responses were dependent on clergymen as religious teachers, the grade 6 students selected were taught by non-clergy, the grade 8 students were taught by clergy in grade 7. To ensure geographic parental representation, 16 different schools were chosen, with grades 3 and 8 chosen to ensure the greatest possible parental age range; responses are categorized by Protestant (P) or non-Protestant (NP) affiliation. The teacher sample was selected randomly; the clergy sample was selected from those directly involved. Separate questionnaires were administered to students and adults. Percentage tables and graphs.

Findings:

1. P parents and clergy felt that the responsibility for religious education should be shared by the home, school and church; principals, teachers and NP parents supported restricting the responsibility to home and church.
2. A majority of students preferred the school to be involved in religious education.
3. Improvement was needed in course content with respect to building moral character.
4. P parents were concerned that the course content include the study of /moral/s, values, and ethical concerns common to all; NP parents showed a modest interest in such studies.
5. Over 40% of the P parents and less than 25% of the NP parents were interested in the study of non-Christian religions and other Christian sects. Students were generally in favour of such an expansion of course content.
6. Clergymen were more inclined to retain a specifically Christian emphasis in the program.

Conclusions:

1. There is little support for porposals designed to accommodate denominational or interfaith conflicts through release-time programs.
2. There is general support for religious education teachers being specially trained.
3. There is general, though modest support for replacing the religious education program with studies of moral and ethical /problem/s of daily living.
4. Course content should be revised to improve the building of moral character and the development of acceptable social attitudes and religious values.

Tests Included in Document:

Self-made /questionnaire/s

Notes:

/Stennett, Richard G./ wrote the report.

(ER)

Related Records: ON00773

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00773**

Stennett, Richard G.

-- Is London a Representative Ontario City?

-- London : /London Board of Education/, Dept. of Psychological Services, 1966. -- 40 p.

SUBJECT

/POPULATION/. /London/

/Age/, /ethnic background/, /religion/, /sex/ and /socioeconomic/ /characteristic/s -- Comparisons with other cities in Ontario

ABSTRACT

Type of Study:
Comparative

Purpose:
To establish whether London Ontario is representative of all Ontario cities in order to evaluate to what extent the results of a London religious education survey could be generalized to the entire province.

Sample:
27 Ontario cities with a population of 15,000 or greater. Data collected 1966.

Methodology:
Data on 33 variables for each of the 27 cities were obtained from the Financial Post's '1963 Survey of Markets and Business Year Book'. The 33 variables were grouped into 7 areas: sex, distribution, age, household and family size, religion, racial origin, housing characteristics, and occupational groupings of the male labour force. Values were transformed into t-scores for comparison. An index statistic (D), measuring the average difference in t-score points between a city's values and the mean values of all 33 variables, was calculated for each city. Profile charts for each city, constructed by plotting the t-scores of the 33 variables, and a profile chart for Ontario are given. Means for each variable for each city are tabulated.

Findings:
1. Metropolitan London was a fairly representative Ontario city, although it differed slightly with respect to religious affiliation, racial origin, average number of persons per household, and percentage of the work force involved in the sales, service, communication, and transportation industries.
2. The mean values on the 33 variables of the 27 cities did not depart markedly from Ontario figures and were therefore reasonably representative.

Conclusions:
1. The samples of the various groups used in the London Religious Education Survey are appropriately representative of the populations from which they were drawn.
2. The opinions solicited in the religious education survey are highly correlated with the 33 population characteristics used to define representativeness.
3. The results of the London survey would approximate moderately well with the results that would have been obtained had the questionnaire been given to similar selected groups in the entire urban population of Ontario.

Special Features:
/Bibliography/ -- 3 items

Tests Included in Document:
Mathematical formulas for deriving T-scores and the D statistic

Notes:
Study done to determine if data in ON00772 is generalizable to other cities in Ontario.

(ER)

Related Records: ON00772

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00774**

Smythe, Padric C.; Stennett, Richard G.; Rachar, B.F.
-- Long-term Retention of Numeric and Algebraic Skills in Semestered and Non-semestered Programmes.
-- London : /London Board of Education/, n.d. -- 19 p.

SUBJECT

/SEMESTER/ DIVISION. /Schedule/s. /Secondary school/s
Effects on /academic achievement/ of /student/s in /mathematics/ -- Study regions: /London/ - - Study examples: /Grade 11/

ABSTRACT

Type of Study:
Comparative; Longitudinal

Purpose:
To assess the long range effects of semestering on the growth and retention of mathematical knowledge.

Sample:
107 nonsemestered, 63 first semester, and 44 second semester grade 11 students who had written tests at the end of grade 9 and at the beginning and end of the instructional period in grade 10.

Methodology:
At the beginning of grade 11 the AR1 mathematics test consisting of 10 items of numeric skills and 18 of /algebra/ic skills was administered to the students. Analyses of variance were performed; internal consistency and test-related reliabilities were calculated. Tables and graphs show percentages, means, and reliability values.

Findings:
1. On the numeric skills subtest, all three groups had equivalent levels of performance in grade 9, improved at the same rate and terminated at equivalent levels.
2. On the algebraic skills subtest the eventual level of achievement was equivalent, but the three groups did not produce similar patterns of performance. The nonsemestered and second semester groups tended to vary more than the first semester group.
3. Both subtests showed only moderate levels of internal consistency or reliability over time.

Conclusions:
1. Performance on overlearned /number skill/s is less affected by extended time lags between instructional periods than is performance on the less than completely mastered algebraic skills. By grade 11, no long term effects are noticeable for either skill.
2. A thorough revision of the AR1 test should be given consideration since reliabilities are less than adequate and since low scores on algebraic skill items produce suspicions as to its relevance to the grade 10 curriculum.

Tests Used in Research but not Included in Document:
/AR1 Mathematical and Algebraic/ Concepts Test

(LR)

Related Records: ON00775

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00775

Stennett, Richard G.; Rachar, B.F.

-- Gains in Mathematics Knowledge in Grade 10 Semestered and Non-Semestered Programmes.

-- London : /London Board of Education/, 1973. -- 4 p.

SUBJECT

/SEMESTER/ DIVISION. /Schedule/s. /Secondary school/s

Effects on /academic achievement/ of /student/s in /mathematics/ -- Study regions: /London/ - - Study examples: /Grade 10/

ABSTRACT

Type of Study:

Comparative; Longitudinal

Purpose:

To determine any differences in the performance of nonsemestered, first semester and second semester students in mathematics.

Sample:

155 nonsemestered, 86 first semester, and 81 second semester grade 10 students. Data collected June 1972-June 1973.

Methodology:

A mathematical and algebraic concepts test, AR1, was administered to the students at the beginning and end of their respective instructional periods. Means, frequencies and probabilities are tabulated. Graph.

Findings:

1. The three student groups had almost identical scores at the end of grade 9.
2. The nonsemestered and first semester groups showed a slight improvement over the summer months between grades 9 and 10, the second semester group showed a modest drop in performance over the summer and first semester interval. Only the difference between first and second semester groups at the beginning of instruction was significant.
3. At the end of the instructional period the performance of the three groups was almost identical, all three having made statistically significant improvements in performance.

Conclusions:

The semester plan has no deleterious effects on students' ability to master the mathematical and algebraic concepts measured.

Tests Used in Research but not Included in Document:

/AR1 Mathematical and Algebraic/ Concepts Test

(GC)

Related Records ON00774

Availability MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00776

Feenstra, Henry J.

-- **Parent and Teacher Attitudes : Their Role in Second-Language Acquisition.**

-- London : /London Board of Education/, Educational Research Services, 1968. -- 13 p.

SUBJECT

/ATTITUDE/S. /Parent/s and /teacher/s. Schools

Effects on /academic achievement/ of /student/s in /second language/

ABSTRACT

Type of Study:

Research review

Methodology:

Research studies from 1954-1968 dealing with the impact of /motivation/al variables on second language acquisition (SLA) and the impact of parents' and teachers' attitudes on the development of motivation are reviewed.

Conclusions:

1. SLA is more than just the acquisition of a new set of verbal habits.
2. Attitudinal-motivational variables can facilitate SLA.
3. The /language ability/ and attitudinal-motivational clusters are independent of each other and involve different aspects of second language achievement.
4. Integratively oriented students tend to come from homes where parents are also integratively oriented and have positive attitudes towards the community whose language is being studied.
5. Parents encourage SLA actively by monitoring performance and passively by their attitudes toward the cultural-linguistic community.
6. Motivation is also influenced by the usefulness of the language in the immediate environment, /peer/ group pressures and teachers' attitudes, the latter being particularly important in low-use areas where the teacher may be the only model of a community whose language is being learned.
7. Parents and educators have a responsibility to help present the /culture/ of the second language in such a way that the student will wish to associate positively with its people.

Notes:

Paper read at Jasper Conference for Language Arts Specialists, Jasper, Alberta, May 30, 1968.

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00777

Woods, John K.; Stennett, Richard G.

-- **The Relationship of Academic Performance to Number of Siblings : London's Grade 9 Class of 1968-69.**

-- London : /London Board of Education/, n.d. -- 6 p.

SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Secondary school/s
related to /family size/ -- Study regions: /London/ -- Study examples: /Grade 9/

ABSTRACT

Type of Study:
Descriptive

Sample:
3,300 grade 9 students (1,758 /male/s and 1,542 /female/s) from 12 London secondary schools. Data collected 1969.

Methodology:
The number of children in each student's household, and average marks for the 1968-69 year were obtained from student records. Tables; graphs.

Findings:
1. The most common number of children per household (27%) was 3; 5.9% were only children; 14.7% came from families with 6 or more children.
2. Students from families with 2-5 children performed better academically than either only children, or children from families with 6 or more children. Females did better than males.

Conclusions:
An inverted-U relationship exists between academic performance and number of children in the household.

Special Features:
1. /Bibliography/ -- 7 items
2. /Literature review/, pp. 1-2

(MH)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00778**

Stennett, Richard G.; Slade, J.F.

-- Accelerates : Ten Years Later...A Preliminary Report.

-- London : /London Board of Education/, 1965. -- 16 p. in various pagings

SUBJECT

/ACCELERATED/ /STUDENT/S. /Elementary school/s. /London/
/Socioeconomic/ /characteristic/s and subsequent /academic achievement/

ABSTRACT

Type of Study:
Comparative

Purpose:
To study the long-range academic effects of acceleration with a view to evaluating the criteria used in the selection of students for acceleration.

Sample:
107 males and 104 females who had been accelerated in elementary school and who left the London system in 1964-65, representing almost all accelerates except those who transferred to other systems or who left before attempting grade 13.

Methodology:
Data were obtained from the OSR records. 67 variables were considered. The t test was used to test the significance of the difference between the means of the F Group (those who failed one or more grades) and the NF group (those who passed all grades) for all the variables. In addition, an intercorrelation matrix for all students for all the variables was prepared. Results are presented by tables of means, standard deviations, and frequency and percentage distributions.

Findings:
1. 95% of the students were accelerated between grades 2 and 5.
2. The accelerates came from a variety of socioeconomic backgrounds. professional and technical (22%); managers, officials, proprietors (25%); and craftsmen, foremen (19%).
3. 32% of the accelerates repeated one or more grades.
4. /Grade repetition/ occurred most frequently in grade 12 (13 times once and 9 times twice) and grade 13 (35 times once and 6 times twice).
5. The accelerated group took an active part in /extracurricular/ activities.
6. The F and NF groups differed significantly in terms of their ability and achievements in /English/, /history/, /science/, and especially /mathematics/. This difference tended to increase as the accelerates advanced from grade 3 to 13.
7. The results substantiated that in longitudinal studies the longer the time interval between tests, the lower the correlation coefficients.

Conclusions:
1. In view of the contrast between the F and NF groups, the criteria for selection of candidates for acceleration should be revised.
2. Improved selection methods can be attained by more detailed and objective testing and evaluation, a continuous follow-up of the accelerates, and better attention to a standardized form of record keeping.

Tests Included in Document:
Acceleration Follow-up Study form

(LR)

Availability: MF - $0.50. HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00779**

Smith, Margaret; Smythe, Padric C.; Hardy, Madeline I.; Stennett, Richard G.
-- **Attitudes and Opinions of Advancement Class Students and Their Parents : London Public Schools, 1960-1971.**
-- London : /London Board of Education/, 1971. -- 30 p.

SUBJECT

/ADVANCEMENT CLASS/ES. Schools. /London/
/Evaluation/ by /parent/s and /student/s
Effects on /gifted/ students' relationships with /peer/s

ABSTRACT

Type of Study:
Comparative

Purpose:
To assess and compare the reactions of students who had been placed in /special class/es for the gifted with those of their parents.

Sample:
428 students who had been in advancement classes during the 12-year period immediately preceding the survey; students' parents 335 (78%) matched pairs (parent and student) responded. Data collected 1971.

Methodology:
A self-made /questionnaire/, consisting of 45 objective questions on a 7-point rating scale, was mailed out in January 1971. Several open-ended questions were added to allow respondents to make more personal comments; a face sheet was designed to collect personal data. Correlational and factor analytic techniques were applied to the data revealing five factors - academic pressure, social isolation, academic excellence, curriculum content, and general evaluation - which tended to cluster to form subscales.

Findings:
1. There was, in general, a high degree of similarity between the student and parent factor patterns.
2. The majority of both students and parents reported that the Academic Pressure Factor caused no undue strain and did not interfere with the students' ability to follow their own natural interests.
3. The majority reported that the Social Isolation Factor alienated the student from both neighbourhood friends and the rest of the student body in the host school. It was generally felt that isolation was not detrimental and that the homogeneity of the group in the advancement class facilitated friendship patterns therein.
4. 80% of students and parents felt that the advancement class experience challenged students to aim at a higher standard of work, encouraged a feeling of responsibility, taught students to perservere, produced an appreciation of excellence, and developed a spontaneous drive to learn.
5. Approval of specific content areas ranged from a high of almost 93% (field trips) to a low of 33% (art gallery lectures)
6. The experience of being in an advancement class was evaluated positively by 83% of students and 85% of parents.
7. In answering the question 'What aspect of the advancement class was most important?', there were notable discrepancies between students' and parents' responses on curriculum content, curriculum style, teachers, and efficiency of learning and thinking.
8. 72% of students and 77% of parents felt the classes were beneficial. 68% of students and 72% of parents were opposed to the elimination of classes.

Special Features:
/Bibliography/ -- 2 items

(LR)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00780**

Stennett, Richard G.; Isaacs, Lorna

-- Some Facts About Class Size : London Secondary Schools, Fall, 1973.

-- London : /London Board of Education/, Educational Research Services, 1973. -- 52 p. (-- Research report ; 74-01)

SUBJECT

/CLASS SIZE/. /Secondary school/s. /London/
related to /grade level/s, /subject/s and types of schools

ABSTRACT

Type of Study:
Descriptive

Purpose:
To provide a detailed overview of class size at the secondary level as of September-October 1973.

Sample:
4,304 classes from 15 secondary schools.

Methodology:
Data were obtained from final computer tapes used for scheduling except in 3 schools where they was collected directly. Courses were assigned to 10 subject areas: /English/, /history/, /geography/, /mathematics/, /second language/s, /science/, /business/, /technical/, /art/s and crafts, and /physical education/, and to 5 grade levels (9 to 13). Class size data were analyzed by subject, grade level, school, and combinations of these variables. Means, ranges, frequency distributions, percentages and standard deviations; tables, graphs, charts.

Findings:
1. The number, average size, and range of class sizes varied significantly with both grade level and subject area.
2. Class size in most subject areas decreased gradually from grade 9 to grade 12, then increased quite dramatically in grade 13.
3. Foreign language classes showed a sharp and steady decline in size over the grade 9 to grade 13 interval.
4. There were more classes of English than of any other subject.
5. Over 56% of all classes were in academic areas: English, history, geography, mathematics, foreign languages, and science. Just under 10% of all classes were at the grade 13 level.
6. Class size varied depending upon the type of school (i.e., academic, special technical, composite, junior vocational).
7. The overall average class size for regular grades K-8 was 28.77; for grades 9-13, [illegible] was 24.71.
8. In general, secondary classes varied more widely in size than did elementary classes.

Special Features:
/Bibliography/ -- 3 items

(PO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00781

Stennett, Richard G.

-- **Some Facts About Class Size : London Elementary Schools, September, 1972.**

-- London : /London Board of Education/, Educational Research Services, 1972. -- 50 p.

SUBJECT

/CLASS SIZE/. /Elementary school/s. /London/
related to /grade level/s, types of class and location of schools

ABSTRACT

Type of Study:
Descriptive

Purpose:
To describe the distribution of elementary classes in the London system in terms of their size as of September 1972.

Sample:
Kindergarten-grade 8 classes in all the elementary schools in London, Ontario. Included are 77 /special class/es (advancement, special learning, /French/ /immersion/, /junior kindergarten/, and /opportunity class/) and 1,077 regular and split-grade /class/es

Methodology:
Data were taken from the principals' school organization reports. Results are presented by bar graphs and tables.

Findings:
1. Special classes tended to be smaller than regular classes.
2. Class size tended to be directly related to grade level.
3. Differences in class size among the various sectors of the city were not very great.

(LR)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00782**

Stennett, Richard G.; Isaacs, Lorna

-- Some Facts About Class Size : London Elementary Schools - September, 1973.

-- London : /London Board of Education/, Educational Research Services, 1973. -- 52 p.

SUBJECT

/CLASS SIZE/. /Elementary school/s. /London/
related to /grade level/s, types of classes and location of schools

ABSTRACT

Type of Study:
Descriptive

Purpose:
To describe the distribution of elementary classes in the London school system in terms of size as of September 1973.

Sample:
All students in regular and /special class/es from junior kindergarten-grade 8. Special classes included: opportunity, advancement, special learning, and /French/ /immersion/ groups. Regular classes included all single and split grades.

Methodology:
Data taken from principals' school organization reports were analyzed by class, grade and sector. Bar graphs and tables show means, ranges, percentages, cumulative percentages, and standard deviations.

Findings:
1. Special classes tended to be smaller than regular classes.
2. The average class size was 28.63 for regular classes and 14.11 for special classes.
3. Class size tended to be directly related to grade level: the higher the grade level, the larger the class.
4. Average class sizes for each regular grade were: junior kindergarten, 20.72; kindergarten, 20.59; grade 1, 26.33; grade 2, 28.74; grade 3, 30.00; grade 4, 30.25; grade 5, 31.61; grade 6, 32.36; grade 7, 32.00; and grade 8, 30.69.
5. Differences in class size among the various sectors were not very great.
6. Average class size for each sector was: north, 28.35; south, 29.44; east, 29.17; and central, 27.64.

(PO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

Stennett, Richard G.; Posno, R.; Isaacs, Lorna; Pinkney, June
-- The DISTAR Reading Program in Junior Opportunity Classes : Phase I, Pilot-Feasibility Study.
-- London : /London Board of Education/, Educational Research Services, 1975. -- 20 p. (-- Research report ; 75-08)

SUBJECT

/READING/. /Curriculum/ subjects. Junior /opportunity class/es. /Elementary school/s. /London/.
/Program/s: /DISTAR/ Reading Program compared with the regular programs

ABSTRACT

Type of Study:
Experimental; Comparative

Sample:
37 DISTAR /student/s (D) in 5 junior opportunity classes; 37 control students (C) in 5 similar classes. Data collected 1974-75.

Methodology:
Students were matched on the basis of grade equivalent scores on the Gray Oral Reading Test, sex, chronological age, and IQ. Teachers were trained to use the DISTAR method; instruction was monitored and /videotape/ was used to assess the adequacy of implementation. A battery of reading and reading subskills tests was administered to all students before and after the program. Means and percentages are tabulated.

Findings:
1. On the Gray Oral Reading Test, both D and C students improved their reading rate, made fewer errors and received better grade equivalent scores; C students scored slightly higher on comprehension.
2. The D group gained 18% on auditory language concepts, the C group 8%.
3. Both groups showed almost complete mastery of visual language concepts on the pretest and showed a small but statistically significant improvement on the posttest.
4. Both groups improved significantly on book-related visual language concepts. Averages for D students were 73% (pretest) and 80% (posttest); for C students, 74% (pretest) and 83% (posttest).
5. On all types of grapheme-phoneme association, averages were: 61% (pretest) and 72% (posttest) for D students; 60% (pretest) and 71% (posttest) for C students.
6. D students did not exhibit greater growth than C students on auditory blending.
7. On sight vocabulary and the Wisconsin Word Attack Test both groups improved over the academic year in all tests except in Plurals, a skill already mastered.
8. Implementation, monitoring and testing activities produced no distortion in the instructional program.
9. Teachers reported that D students showed a more positive /attitude/ to reading, read more, were more confident and expressed feelings of making real progress.

Conclusions:
1. The DISTAR program can be successfully implemented in junior opportunity classes.
2. Monitoring of the instructional process and testing can be accomplished satisfactorily without undue interference with classroom routines.
3. A number of experimental factors could account for D students not making the relatively greater gains hoped for.

Special Features:
/Bibliography/ -- 17 items

Tests Used in Research but not Included in Document:
/Gray Oral Reading Test/, Form A, 1963 Edition; /Wisconsin Design Word Attack/ Tests. Self- made: /Auditory Language Concepts/; /Visual Language Concepts/ ; /Grapheme-Phoneme Production/ Test; /Auditory Blending/ Test; /Sight Vocabulary Test/.

(ER)

Related Records: ON00784

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00784**

Isaacs, Lorna; Stennett, Richard G.

-- The DISTAR Reading Program in Junior Opportunity Classes : Phase II - Impact of One or Two Years of Instruction.

-- London : /London Board of Education/, Educational Research Services, 1976. -- 18 p. (-- Research report ; 76-03)

SUBJECT

/READING/. /Curriculum/ subjects. Junior /opportunity class/es. /Elementary school/s. /London/
/Program/s: /DISTAR/ Reading Program compared with regular programs

ABSTRACT

Type of Study:

Comparative

Sample:

24 DISTAR /student/s (D1) and 22 control students (C1) who had participated in the first phase of the DISTAR program. 26 new DISTAR students (D2) in 5 classes; control students (C2) (n not given) matched for sex, age, IQ, and Gray Oral Reading Test results.

Methodology:

Monitoring of /teaching method/s was continued. Results given include: means for five sets of averaged observer and teacher ratings of implementation for four lessons on nine critical dimensions, and the average number of minutes spent per day per subject area. Standardized tests were administered to all students; mean scores are tabulated.

Findings:

1. D1 and C1 students improved in reading over the two years with higher grade equivalent scores, lower percentage errors, increased percentage of comprehension questions correct, and increased reading rate. There was growth in /reading achievement/ of approximately 3-4 months in two years.
2. After the second year, the D1 group caught up to the C1 group and surpassed it by about one month.
3. C1 made no significant gain in grade equivalent scores in year two whereas the D1 group continued to improve and their rate of improvement increased.
4. The rate of change for the D1 group was also faster than for the C1 group with respect to mean differences in percentage of errors.
5. With respect to auditory blending for both C1 and D1 groups, there was general improvement as a function of time but there was no difference in the rate of improvement.
6. D1 and C1 groups began at the same level of grapheme-phoneme production and improved during year one, but in year two the D1 group continued to improve, the C1 group did not.
7. On the Gray Reading Test the D2 group scored slightly higher and had fewer percentage errors than the C2 group.
8. The D2 group started out below the C2 group on decoding nonsense syllables and sight vocabulary, but proceeded at a significantly faster rate and finished the year with higher scores.

Conclusions:

1. After two years of DISTAR instruction, junior opportunity class students perform as well as their counterparts receiving traditional /special education/ programs, with some indication that if they continue to grow at the same rate they will surpass the control students.
2. With a full year of instruction from an experienced teacher, DISTAR students made slightly greater gains than control students.

Special Features:

/Bibliography/ -- 3 items

Tests Used in Research but not Included in Document:

/Gray Oral Reading Test/; /Auditory Blending/ Test; /Grapheme-Phoneme Production/ Test; /Decoding Nonsense Syllables/ and /Sight Vocabulary Test/

(ER)

Related Records: ON00783

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00785**

Stennett, Richard G.

-- **Early Entry to Kindergarten : A Critical Review of the Relevant Research.**

-- London : /London Board of Education/, Dept. of Psychological Services, 1969. -- 16 p.

SUBJECT

/GIFTED/ /STUDENT/S. /Kindergarten/
  /Early/ /admission/. Research
GIFTED STUDENTS. Schools
  /Ability/ /grouping/, /acceleration/ and /enrichment/ /program/s
GIFTED STUDENTS. Schools. /London/
  Programs

ABSTRACT

Type of Study:

Literature review

Methodology:

Enrichment, acceleration, and special grouping programs for the gifted are defined and local programs are described. The developmental steps of a typical early entry program are outlined. Studies from the period 1928-1968 on early entry age, the general question of entry age and programs for gifted students are grouped into six categories on the basis of design. Design requirements for an adequate study are outlined.

Findings:

1. Most of the studies reviewed were poorly designed or executed, treated statistical data inadequately or lacked objectivity.
2. In general, the more adequate the research design, the more likely the author had reservations about the wisdom of early entry programs.

Conclusions:

1. The best and most recent studies suggest that there are distinct disadvantages to early entry while gains are minimal.
2. Early entry programs are expensive, require the use of standardized tests at age levels where they are least reliable, and require predictions of in-school reactions based on preschool measurements.
3. Acceleration at the secondary level is a preferable alternative to early entry.
4. The most desirable way of accommodating gifted children is by developing /continuous progress/ or nongraded structures.
5. It is recommended that the London system not begin an early entry program.

Special Features:

/Bibliography/ -- 93 items

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00786**

Stennett, Richard G.; Smythe, Padric C.

-- Entrance Age and Preschool Education.

-- London : /London Board of Education/, Educational Research Services, 1973. -- 54 p. in various pagings.

SUBJECT

/STUDENT/S. Schools
  /Compensatory/ /education/. /Attitude/s and /program/s
  /Screening/ for /early/ /admission/
/PRESCHOOL EDUCATION/
  Study regions: /Canada/, /Great Britain/ and /U.S.A./
  Attitudes, /cost/s and objectives
ADMISSION. Students. /Kindergarten/
  Multiple entry dates
  related to /age/

ANNOTATION

The report collects 7 papers prepared for the Committee on Kindergarten Admission. 'Age of Admission to Kindergarten and Grade 1 : A Review of the Research Literature' briefly summarizes the major findings of several studies, the variety of solutions adopted by school systems and the logic of the entrance age question itself. (Includes a 27-item bibliography).

'Early Entry to Kindergarten : A Critical Review of the Relevant Research' (published separately: ON00785) defines /enrichment/, /acceleration/ and special grouping programs for the /gifted/; describes local programs; outlines the developmental steps of a typical early entry program; discusses studies from 1928-1968 on early entry age; outlines the design requirements for an adequate study; and sums up the factors to be considered in deciding about an early entry program. (Includes a 93-item bibliography).

'Screening for Admission to School' outlines criteria and procedures developed by different systems which allow the entry of children who do not meet chronological age requirements. 'Kindergarten Admission : Multiple Entry Dates' notes multiple entry programs in England and Wales and discusses the possible effects of such a program as proposed for the London, Ontario, school system. (includes a 4-item bibliography).

'Early Childhood Education : A Brief History of English and North American Experience' traces the development of nursery, /day care/, compensatory, kindergarten and other programs in the three countries over the past 150 years. (Includes an 8-item bibliography).

'Compensatory Education' outlines the major issues upon which opinion is divided: etiology, reversability, /curriculum/ and evaluation; suggests the key considerations upon which a successful compensatory program must be based; and reviews two key studies of compensatory programs to indicate the range of precision attained and the variety of outcomes noted. (Includes a 9-item bibliography).

'Universal Preschool Education' discusses the goals of preschool education, presents arguments for and against, reviews evaluative studies from four /Ontario/ centres and indicates the costs of various preschool programs. (Includes a 27-item /bibliography/).

Notes:

ON00785 is 'Early Entry to Kindergarten : A Critical Review of the Relevant Research' published in separate format.

(GC)

Related Records: ON00785

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00787**

Stennett, Richard G.

-- **Attitudes of Intermediate Division Students Toward English.**

-- London : /London Board of Education/, Educational Research Services, 1974. -- 16 p. (-- Research report ; 74-02)

SUBJECT

/ENGLISH/ /LANGUAGE/. /Curriculum/ subjects. /intermediate grade/s. /London/
/Attitude/s of /student/s -- Comparisons by /grade level/s and /sex/

ABSTRACT

Type of Study:

Research review

Methodology:

The report summarizes the findings of two studies which were part of the evaluation of the Intermediate English Program, grades 7-10. Methodological data are not included. Tables give percentages by grade and sex of students agreeing with statements on 6 attitude scales. Graphs of means.

Findings:

1. Males and secondary students enjoyed English more than females and elementary students.
2. 70% of students felt /grammar/ was useful.
3. Females enjoyed /writing/ more than males did at all grade levels. The percentage of all students who enjoyed writing dropped from 63% in grade 7 to 42% in grade 10.
4. Females read and enjoyed /reading/ more than males did and were more likely to apply their English skills. Males became less concerned with correctness over the grades.
5. Males felt more confident and comfortable in /public speaking/.
6. Students were more positive toward discussion, /literature/ and acting out, than to /spelling/ or grammar.
7. Mathematics and English were rated as more difficult than other subjects.
8. Intermediate students as a group did not prefer one subject greatly over another.
9. Students' liking for a subject was inversely related to the difficulty they had with it.

Special Features:

/Bibliography/ -- 13 items

(GC)

Related Records: ON00803

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00788**

Stennett, Richard G.

-- Classroom Management Teacher, Parent, Student Surveys : Analysis of Written Comments.

-- London : /London Board of Education/, Educational Research Services, 1975. -- 18 p. (-- Research report ; 75-01)

SUBJECT

/CLASS MANAGEMENT/. /Elementary school/s. /London/
/Attitude/s of /parent/s, /student/s and /teacher/s

ABSTRACT

Type of Study:

Descriptive

Sample:

1890 elementary school students' questionnaires and 2,226 parents' questionnaires representing a 20% random sample of both groups; 1,110 (all) teachers' questionnaires. Data collected in May 1974.

Methodology:

Ideas expressed in written comments on the classroom management survey questionnaires were identified and classified. Unedited comments are included in appendices. Frequencies and percentages are tabulated.

Findings:

1. 63% of students', 49% of parents', and 54% of teachers' questionnaires contained written comments indicating strong interest in class management, especially the issue of /corporal punishment/.
2. 60% of students' comments complained about the bad state of /discipline/ generally or teachers' over- or under-use of disciplinary measures. 24% offered suggestions for improving the situation.
3. Parents' comments were in the areas of system-level solutions (21%), school-level solutions (28%), teacher solutions (27%), and opinions without solutions (23%).
4. Teachers' responses dealt with general concerns (35%), methods of preventing /behaviour/ /problem/s (14%), the causes of problems (4%), behaviours of concern (7%), methods of handling /misbehaviour/s (13%), teacher needs (17%), and the survey itself (9%).
5. Major ideas expressed by a significant number of two or more groups included: backing and trust for teachers; /inservice/ /education/ in classroom management techniques; reducing /class size/; improving communication between home and school; improving the quantity and quality of student services; developing and consistently applying a clear rule structure; societal changes in attitudes toward authority and personal responsibility; the presence of a minority of students creating a disproportionate share of problems; and a willingness to exclude students from school.

Tests Used in Research but not Included in Document:

Self-made/questionnaire/

(GC)

Related Records: ON00790

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00789**

Stennett, Richard G.; Isaacs, Lorna

-- Controlled Pilot Investigation of the Relative Effectiveness of a Cross-Age Tutoring Program in Reading.

-- London : /London Board of Education/, Educational Research Services, 1976. -- 10 p. (-- Research report ; 76-04)

SUBJECT

/READING/. /Curriculum/ subjects. /Elementary school/s

/Cross age/ /remedial/ /teaching/. Effects on /reading achievement/ of /student/s -- Study regions: /London/ -- Study examples: /Grade 4/

ABSTRACT

Type of Study:

Experimental; Comparative

Purpose:

To compare the effectiveness of a cross-age /tutoring/ program with traditional remedial reading approaches.

Sample:

137 grade 4 students in 4 groups: 44 in the tutee (TU) group; 43 in the traditional remedial reading group (TR); 31 who received no special help with reading (C); 19 students representing 'average' grade 4 students (A). Data collected 1974, 1975, 1976.

Methodology:

TU, TR, and C students were selected from those grade 4 students receiving remedial reading help who had percentile scores of less than 40 on the vocabulary and reading comprehension subtests of the Canadian Tests of Basic Skills (CTBS) and who had a Grade 3 Otis Lennon IQ between 86 and 110. A students had Otis Lennon IQs between 90 and 110 and fell between the 40th and 60th percentile on the CTBS subtests. Pre- and post-program performance was measured by administration of the CTBS subtests, SRA probe, and Spache diagnostic Reading Scales. Analysis of variance; mean grade equivalents; percentile scores. Mean treatment times and time- gain quotients are given for the TU and TR groups.

Findings:

1. TU, TR and C students were well matched for sex, age, and IQ, but not on other variables.
2. All groups made gains of about one year on the CTBS subtests; mean percentile scores increased 2-9 points.
3. SRA results showed the TU and C group performed similarly and did significantly better than the TR group.
4. The TR group did significantly less well than the TU and C groups on 3 of 4 Spache scales.
5. The TU group had a gain of 6 months on the word and instructional level scales; the TR group showed a gain of 1-2 months.
6. The effectiveness of the remedial reading teacher's time in producing student improvement was increased one third through the use of the tutoring approach.
7. Using tutors, the remedial reading teachers were able to provide four times more 1 to 1 instruction and almost doubled their instructional sessions.
8. Neither cross-age tutoring nor traditional approaches produced a sufficient rate of gain to allow students who were behind to catch up.

Conclusions:

The incomplete matching of experimental groups, and the failure to implement the tutorial program for an entire academic year suggests the need to repeat the study before reasonably firm conclusions can be drawn.

Special Features:

1. /Bibliography/ -- 3 items
2. Explanation of the Willis Program of cross-age tutorial instruction

Tests Used in Research but not Included in Document:

Vocabulary and reading comprehension subtests of the /Canadian Tests of Basic Skill/s; /SRA Achievement Series : Read/ing; /Diagnostic Reading Scale/s; /Otis-Lennon Mental Ability/ Test

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00790**

Stennett, Richard G.

-- **Elementary School Classroom Management Survey (Students - Grades 6, 7 and 8) : Secondary Analyses.**

-- London : /London Board of Education/, Educational Research Services, 1975. -- 21 p. (-- Research report ; 75-02)

SUBJECT

/STUDENT/S. /Elementary school/s. /London/
  /Attitude/s to /teacher/s -- Comparisons by /sex/
  /Misbehaviour/ related to /grade level/s, sex, /socioeconomic/ /status/ and teachers' sex -- Study examples: /Grades 6-8/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To better understand the factors which cause /class management/ problems and to examine the demographic and geographical distribution of those problems.

Sample:

1,864 grades 6, 7 and 8 students, representing a 20% random sample of all student questionnaires completed. Data collected May 1974.

Methodology:

Analyses of the questionnaires and the related class description forms completed by teachers were based on the relationship between the extent of student misbehaviour and /punishment/s received and: student grade placement, student sex, school location (as a measure of socioeconomic (SE) status), class size, type of school and teacher sex. The dependent measures used in assessing the effects of the causative factors were: two attitude measures, three measures of reported misbehaviour and three measures of reported punishments. Results are expressed descriptively and plotted graphically.

Findings:

1. Males reported more misbehaviours and punishments than females.
2. The percentage of students reporting misbehaviours and punishments increased by grade level.
3. The extent and patterning of sex and grade differences varied with the particular misbehaviour or punishments.
4. Student attitudes toward school and teacher did not vary significantly with either sex of SE status, but there was a significant trend for low SE students to show greater concern about other students' behaviour.
5. There were substantial differences between males and females at all SE levels in the number of all misbehaviours and punishments reported.
6. The number of misbehaviours were generally highest in the 2 lowest SE areas and in the highest SE area.
7. The total number of misbehaviours and punishments increased with class size.
8. Male students' attitudes toward school and teachers were more positive when they had a male teacher; female students' attitudes did not vary by sex of the teacher.
9. Students with male teachers tended to report more of the more serious type of misbehaviours than did students with female teachers.

Conclusions:

Whatever assistance is supplied to the schools for improving student behaviour should be tailored to the particular configuration of problems in each school.

Tests Used in Research but not Included in Document:

Self-made /questionnaire/

(ER)

Related Records: ON00788

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00791

Dickie, Lorne

-- **Background and Plan for the Intermediate English Evaluation Project.**

-- London : /London Board of Education/, 1974. -- 8 p. (-- /E.R.A.S./ report ; 1)

SUBJECT

/ENGLISH/ /LANGUAGE/. /Curriculum/ subjects. /Intermediate grade/s. /London/
Assessment of /need/s

ANNOTATION

This report is an introduction to a series of reports pertaining to the Needs Assessment Phase of a study conducted by the English Program Planning Committee. The /curricular/ and administrative concerns which led to the formation of the committee are briefly outlined, as are the background to, and role of the Educational Resources Allocation System Task Force to the Ministry of Education. The committee's procedures and guidelines are listed and a flow chart of Phase I activities is presented. The numerous /survey/s undertaken during the phase are briefly described. Also included is a 13-item list of the Intermediate English Evaluation Project publications.

Notes:

For listing of reports on student achievement in specific areas of English language, see ON00796. All related reports on student attitudes to English language are listed as related records to ON00803.

(GC)

Related Records: ON00792; ON00795; ON00796; ON00803; ON00804; ON00794

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00792
Dickie, Lorne; Rice, E.T.
-- Intermediate English Evaluation Project : Stating the Objectives.
-- London : /London Board of Education/, 1973. -- 19 p. (-- /E.R.A.S./ report ; 2)

SUBJECT

/ENGLISH/ /LANGUAGE/. /Curriculum/ subjects. /Intermediate grade/s. /London/
/Educational/ /objective/s

ABSTRACT

Type of Study:
Descriptive

Purpose:
To develop an organized, detailed and explicit statement of the objectives of the Intermediate English program in London.

Sample:
32 elementary and 30 secondary /teacher/s in the London school system.

Methodology:
A representative committee produced broad statements of objectives at the program level in the areas of /reading/, /writing/, /listening/, /speech/, /thinking/, and general. In each category, with the exception of 'general', the objectives were divided into attitudinal and skill types. The statements of objectives were revised and refined; 54 of them were incorporated into a rating chart, then rated on a 5-point scale by the teachers in the sample.

Findings:
1. All the objectives were considered to be of at least 'average importance' at all grade levels from 7 through 10.
2. The relative importance attached to some objectives varied widely across /grade level/s (e.g., reading attitudes), but there was considerable consensus about the importance of some objectives (e.g., general objectives).
3. There was a wide variation across grade levels in the degree to which the objectives were being met.
4. There seemed to be most consensus across grades with respect to the relatively greater importance of attitudinal objectives in the areas of reading and speaking, and the relatively lesser importance of attitudinal-writing and speaking-skill objectives.
5. There was a slight tendency to regard thinking /skill/s as relatively more important than thinking /attitude/s at the elementary level; the reverse was true at the secondary level.

Special Features:
1. /Bibliography/ -- 2 items
2. List of Intermediate English Evaluation Project Publications -- 13 items

Tests Included in Document:
Objectives Rating Chart

Notes:
For a complete listing of related reports, see ON00791.

(LR)

Related Records: ON00791

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00793

Stennett, Richard G.; Dickie, Lorne; Rice, E.T.; Clift, G.; Waite, N.

-- Intermediate English Evaluation Project : Student Attitudes.

-- London : /London Board of Education/, Educational Research Services, 1973. -- 43 p. (-- /E.R.A.S./ report ; 3)(Research report : 74-04)

SUBJECT

/ENGLISH/ /LANGUAGE/. /Curriculum/ subjects. /Intermediate grade/s. /London/
/Program/s. /Attitude/s of /student/s -- Comparisons by /grade level/s and /sex/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To assess students' attitudes toward various aspects of the English program.

Sample:

683 male (M) students: 165 in grade 7, 154 in grade 8, 237 in grade 9, and 127 in grade 10. 564 female (F) students: 155 in grade 7, 147 in grade 8, 135 in grade 9, and 127 in grade 10. Selection was by a 10% random sample of students in each grade 7 and 8 class and of grade 9 and 10 homeroom classes. Data collected 1973.

Methodology:

Students were given a six part attitude survey. Results are presented according to each part and the factors and items within each. Calculated were: percentages of students by grade and sex giving each possible response; an intercorrelation matrix for two parts; factor scores for each student which were subjected to variance analysis to test for grade and sex trends; and significant differences between pairs of mean factor scores. Open responses were categorized and calculated. Tables; graphs.

Findings:

1. Students, especially Fs, were fairly positive in their attitudes toward nonrequired /reading/; one third took a critical attitude toward their reading.
2. There was an elementary-secondary shift in the reading interest of Ms toward popular reading materials and a drop in enjoyment of reading at secondary school.
3. Students enjoyed English classes as well as or better than other classes. M enjoyment increased with grade level; F enjoyment decreased in the elementary-secondary shift.
4. Students wanted a higher degree of active participation.
5. Two-thirds felt that English was useful, relevant, and important.
6. Fs enjoyed /writing/ more, but there was a significant decrease at the secondary level from 63% (elementary) to 45%.
7. One-third to one-half of all students agreed that English was difficult; secondary school Fs found high marks difficult to attain.
8. A majority, especially secondary Fs, found the /literature/ content boring.
9. Less than 50% consciously applied English writing skills when involved in writing activities unrelated to the course.
10. /Television/ did not displace /recreational reading/ as a student activity.
11. Mechanically taught facets of the program (/spelling/, /grammar/) were the least liked; those with active participation were liked best.
12. There was no student consensus on reading material preferences.
13. Secondary students had a more negative attitude toward English then elementary school students.

Conclusions:

1. The results indicate marked differences in the attitude of Ms and Fs and systematic trends across the grades.
2. The findings suggest the need for significant revisions in course content, emphasis and methodology.

Special Features:

/Bibliography/ of The Intermediate English Evaluation Project Publications -- 13 items

Tests Used in Research but not Included in Document:

Student Attitude Survey

(ER)

Related Records: ON00803

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00794**

Stennett, Richard G.; Isaacs, Lorna
-- **Intermediate English Evaluation Project : Survey of Teachers.**
-- London : /London Board of Education/, Educational Research Services, 1974. -- 23 p. (-- /E.R.A.S./ report ; 4)(Research report ; 74-05)

SUBJECT

/ENGLISH/ /LANGUAGE/. /Curriculum/ subjects. /Intermediate grade/s. /London/
/Teacher/s. /Experience/, /qualification/s and /sex/
/Teaching method/s

ABSTRACT

Type of Study:
Descriptive

Purpose:
To describe the characteristics of the English teachers and elicit from them their views and opinions mainly about their instructional activities and the Intermediate English program.

Sample:
All teachers teaching Intermediate English (IE) in grades 7-10. 339 questionnaires were sent out; 195 (58%) were returned. Data collected November 1973.

Methodology:
A 30-item questionnaire was distributed to teachers. Means, standard deviations and percentage frequency distributions were calculated for each of 124 variables for all teachers, and separately for elementary and secondary teachers. 80 variables were intercorrelated using data for all teachers. Results are presented in 27 tables.

Findings:
1. 75% of IE teachers were male: 84% at the elementary level, 62% at the secondary level.
2. A fair percentage of secondary teachers had experience at the elementary level, but very few elementary teachers had secondary school experience.
3. While 89% of secondary IE teachers majored in that subject, only 23% of elementary teachers did.
4. 82% of IE secondary teachers taught only that subject; almost all elementary teachers provided instruction in other subjects as well, over three quarters teaching both mathematics and English.
5. Over half of all teachers perceived a need for more /inservice/ education.
6. Of 12 different instructional techniques, questioning was the most frequently used, /field trip/s the least frequently used.
7. Elementary teachers required their students to write creative compositions and memorize poetry more frequently than secondary teachers did.
8. A significant number of elementary /administrator/s taught English.
9. Teacher participation in English-oriented /professional/ /association/s was alarmingly meagre.
10. There was a serious overemphasis on student assignments involving writing as compared with other areas such as reading, speaking, and listening.

Special Features:
List of Intermediate English Evaluation Project Publications -- 13 items

Notes:
For a complete listing of related reports, see ON00791.

(LR)

Related Records: ON00791

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00795**

Males, S.; Dickie, Lorne; Rice, E.V.; Stennett, Richard G.

-- **Intermediate English Evaluation Project : Community Attitudes.**

-- London : /London Board of Education/, Educational Research Services, 1973. -- 18 p. (-- /E.R.A.S./ report ; 5)(Research report ; 74-06)

SUBJECT

/ENGLISH/ /LANGUAGE/. /Curriculum/ subjects. /Intermediate grade/s. /London/ /Program/s. /Attitude/s of /community/, /employer/s and /parent/s

ABSTRACT

Type of Study:

Descriptive

Purpose:

To ascertain the views of the members of the community as to the usefulness of English.

Sample:

Three major groups were identified: employers (E) of graduates of the London system; parents (P) of school-aged children; and citizens (C) who were neither employers nor parents of school- aged children. 91 interviews were completed: 17 with Es, 21 with Ps, and 53 with Cs. Data collected 1973.

Methodology:

A series of structured interviews was conducted in the London community. Es were located through the Personnel Offices of local businesses, industries and public institutions; C interviews were conducted in shopping malls, plazas and other locations.

Findings:

1. 15 Es required a certain degree of language proficiency as a qualification for employment; 11 felt that very few prospective employees had a high degree of English proficiency and that proficiency had declined over recent years.
2. Of 12 Es for whom language skill was an important requirement, 8 specified /writing/ skills and 4, /speech/ skills.
3. Es believed /spelling/ was the weakest area, closely followed by the /grammar/, style, and structure combination.
4. Only about a third of Ps were familiar with their child's English program. The Ps main expectation was that the English program should provide their children with competence in the technical aspects of language.
5. About two-thirds of Ps felt that their children were getting the things they (the children) should be getting from English.
6. 27 Cs had left school since 1965, 16 had left between 1955 and 1965, 11 before 1955.
7. 56% of responding Cs enjoyed English in school; literature was most liked (72%), while grammar (55%) and memorization (47%) were the most disliked.
8. 83% of Cs rated /reading/ as either 'enjoyable' or 'very enjoyable'. 43% of Cs had a library card, but a quarter of these never used it.
9. Cs read mostly the local newspaper and works of fiction.
10. Cs wrote a fair number of both friendly and business letters; over half indicated that the instruction they received in school had been helpful.
11. On the job, Cs felt that speaking came first, writing next and reading last.

Notes:

For a complete listing of related reports, see ON00791.

(LR)

Related Records: ON00791

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00796**

Stennett, Richard G.; Isaacs, Lorna

-- Intermediate English Evaluation Project : Survey of Student Achievement - Overview.

-- London : /London Board of Education/, Educational Research Services, 1974. -- 19 p. (-- /E.R.A.S./ report ; 6)(Research report ; 74-07)

SUBJECT

/ENGLISH/ /LANGUAGE/. /Curriculum/ subjects. /Intermediate grade/s. /London/
/Academic achievement/ and /attitude/s of /student/s

ANNOTATION

The report gives an overview of that component of the evaluation of London's Intermediate English program concerned with students' achievement in and attitudes toward the various segments of the program. It serves as a preface to a series of papers which describe the findings in the areas of reading, writing, listening, speaking, verbal creativity, and attitudes toward English.

Procedures for selecting the sample of five classes in each of grades 7-10 and for breaking the sample into five subsamples are described. The five test batteries are described according to the attitudinal and skill outcomes desired in each area of the program. Also described are procedures for test administration, test scoring, and data analysis and the results of a series of analysis of variance tests designed to assess the comparability of the five subsamples of students with respect to age, sex, vocabulary scores, attitudes toward English classes, and tester and teacher ratings. Included are a 5-item /bibliography/ and a list of 13 Intermediate English Evaluation Project publications.

Notes:

For a complete listing of related reports, see ON00791.

(LR)

Related Records: ON00791; ON00797; ON00798; ON00799; ON00801; ON00802

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00797**

Stennett, Richard G.; Isaacs, Lorna

-- **Intermediate English Evaluation Project : Reading - Student Attitudes and Achievement.**

-- London : /London Board of Education/, Educational Research Services, 1974. -- 35 p. (-- /E.R.A.S./ report ; 7)(Research report ; 74-08)

SUBJECT

/STUDENT/S. /Intermediate grade/s. /London/
/Attitude/s to /reading/
/Reading achievement/ -- Comparisons by /grade level/s and /sex/

ABSTRACT

Type of Study:

Descriptive

Sample:

2,685 students representatively selected from grades 7-10 in London schools.

Methodology:

All students wrote the Vocabulary subtest of the Comprehensive Tests of Basic Skills; a subsample of 534 participated in a test of silent reading skill; another subsample of 540 were tested on oral reading and ability to follow directions; and a third subsample of 546 were tested on research skills. All tests, except that for oral reading, were group administered by specially trained testers; classroom teachers rated both the class and the tests. The Gilmore Oral Reading test was administered individually. Analysis of variance (ANOVA). Frequency and percentage distributions, means, standard deviations and percentiles are tabulated.

Findings:

1. Females enjoyed reading more than males; the males' enjoyment decreased from grades 7-10.
2. The students' knowledge and use of /reference material/s increased over the grades, but were generally poor; there was little consensus among teachers as to when these skills should be taught or how much attention should be given to them.
3. There were no particular weaknesses or strengths on subtests of comprehension, translation or analysis, nor were there any systematic grade trends.
4. Elementary students performed better than secondary students on the /vocabulary/ subtest.
5. Ability to follow written directions increased over the grade levels. The relatively poor performance on this test might have been due more to lack of concern than want of ability.
6. Oral reading skills improved considerably from grades 7-10.
7. There were modest correlations among the various skills involved in reading.

Conclusions:

A partial reason for the students' poor performance on some of the tests may be the wide variation among the teachers with respect to the amount of instruction to be provided as well as the grade level at which the various skills ought to be mastered.

Special Features:

/Bibliography/ -- 2 items

Tests Included in Document:

Teacher's rating form; Tester's rating form; Enjoyment of Reading Scale

Tests Used in Research but not Included in Document:

/Canadian Tests of Basic Skill/s, Form II; /Comprehensive Tests of Basic/ Skills, Form Q; /Gilmore Oral Reading Test/; /Sequential Tests of Education/al Progress, Series II

Notes:

All reports on student achievement in specific areas of English are listed in ON00796.

(LR)

Related Records: ON00796

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00798**

Stennett, Richard G.; Isaacs, Lorna

-- **Intermediate English Evaluation Project : Writing - Student Attitudes and Achievement.**

-- London. /London Board of Education/, Educational Research Services, 1974. -- 41 p. (-- /E.R.A.S./ report ; 8)(Research report ; 74-09)

SUBJECT

/ENGLISH/ /LANGUAGE/. /Curriculum/ subjects. /Intermediate grade/s. /London/
/Grammar/ and /writing/. /Academic achievement/ and /attitude/s of /student/s -- Comparisons by /grade level/s and /sex/

ABSTRACT

Type of Study:

Descriptive

Sample:

Subsamples of 540 and 537 students from a sample of 2,685 students representatively selected from grades 7-10.

Methodology:

Trained testers administered standardized and self-made tests in the presence of the classroom teacher, who rated both the class and the tests. 540 students wrote a business letter; 537 took the writing-related subtests of the Comprehensive Tests of Basic Skills. Attitude scales were administered to the entire sample. Analyses of variance and inter-correlations were calculated. Means, percentages and percentiles are presented in tables and graphs.

Findings:

1. Males enjoyed writing less than females did; all students' enjoyment of writing decreased significantly over the grades.
2. 70% of the subsample agreed on the usefulness of grammar.
3. Although the majority of students apparently did apply their English skills when they wrote, a substantial minority did not. This indifference may be attributed to lack of concern about correctness rather than lack of ability or knowledge.
4. In general, the females' attitudes toward writing were more positive than those of the males. The latter's attitudes tended to become less positive over the grades 7-10.
5. The letter writing performance of the females was superior to that of the males; in general, the level of errors appeared to be quite high.
6. The students' skills in /punctuation/ and /capitalization/ were less adequate than their skill in /spelling/.
7. None of the correlations between the Enjoyment of Writing Scale and measures of actual writing performance were significant.

Special Features:

/Bibliography/ -- 2 items

Tests Included in Document:

Self-made writing assignment, marking scheme, rating scales, and /attitude scale/s

Tests Used in Research but not Included in Document:

/Comprehensive Tests of Basic/ Skills, Form Q

Notes:

All reports on student achievement in specific areas of English are listed in ON00796.

(LR)

Related Records: ON00796

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00799**

Stennett, Richard G.; Isaacs, Lorna

-- Intermediate English Evaluation Project : Listening.

-- London : /London Board of Education/, Educational Research Services, 1974. -- 13 p. (-- /E.R.A.S./ report ; 9)(Research report ; 74-10)

SUBJECT

/LISTENING/ /SKILL/S. /Student/s. /Intermediate grade/s. /London/
-- Comparisons by /grade level/s and /sex/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To assess the listening skills of students at the intermediate level in the London school system.

Sample:

A subsample of 528 students in grades 7-10 was selected from the project's sample of 2,684 students.

Methodology:

The Sequential Tests of Educational Progress Listening Test, a self-made attitude scale, and the vocabulary subtest of the Comprehensive Tests of Basic Skills were administered to the students by trained testers. Classroom teachers rated both the class and test; the tester rated the adequacy of the testing session. Analysis of variance (ANOVA) and Pearson product-moment correlations were calculated. Percentages, means and correlation coefficients are tabulated.

Findings:

1. The students did not exhibit any particular strengths or weaknesses in the area of listening skills.
2. Students in grades 7 and 8 exceeded the performance of the norm group, whereas grade 9 and 10 students' performance was slightly below the norm.
3. There were no statistically significant differences between the performance of males and females at any grade level on either the plain-sense comprehension, interpretation or evaluation and application subscales.
4. Statistically significant differences on all three subscales were found only between grade 7 and grade 8 groups. The 'relatively' poor performance of the grade 9 students was probably related to ability differences.
5. Performance on the three listening subskills was moderately to highly correlated.
6. Performance of the listening test was quite highly related to verbal ability, as measured by the /vocabulary/ test, but was not related to enjoyment of English classes.

Tests Used in Research but not Included in Document:

/Comprehensive Tests of Basic/ Skills, vocabulary subtest; /Sequential Tests of Education/al Progress, Listening Test; self-made /attitude scale/

Notes:

All reports on student achievement in specific areas of English are listed in ON00796.

(LR)

Related Records: ON00796

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00801**

Stennett, Richard G.; Isaacs, Lorna

-- Intermediate English Evaluation Project : Speaking.

-- London : /London Board of Education/, Educational Research Services, 1974. -- 16 p. (-- /E.R.A.S./ report ; 10)(Research report ; 74-11)

SUBJECT

/SPEECH/ /SKILL/S. /Student/s. /Intermediate grade/s. /London/
-- Comparisons by /grade level/s and /sex/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To assess students' /attitude/s and skills in /oral/ /communication/.

Sample:
A subsample of 540 students in grades 7-10 was selected from the project's sample of 2,685 students.

Methodology:
The Gilmore Oral Reading Test and an oral communications test, consisting of a short, structured, tape-recorded conversation with an examiner, were administered individually; a self- made attitude scale was administered in the students' regular English classes. Results were correlated with the subsample's scores on attitude and vocabulary tests administered to the whole project sample. Frequencies, analyses of variance and Pearson product moment correlations were calculated. Means, percentages and correlation coefficients are tabulated. Graph.

Findings:
1. Males were significantly more self-confident than females when speaking in an audience type situation, except in grade 10.
2. Many students were uncomfortable speaking in public; self-confidence did not increase as students progressed through the grades.
3. Correctness of oral expression did not increase over the grades.
4. Students were apparently, but not significantly, more 'effective' in askng questions than in providing information.
5. Verbal ability, as measured by a /vocabulary/ test, was unrelated to correctness of expression or ratings of oral communication skill. Nor were there relationships between students' ratings of their enjoyment of English classes, self-confidence in speaking and ratings of oral communication skill.
6. There were modest, but significant relationships among the various ratings of oral communication.

Tests Included in Document:
Oral communication test; rating scale

Tests Used in Research but not Included in Document:
/Comprehensive Tests of Basic/ Skills; /Gilmore Oral Reading Test/; self-made /attitude scale/s

Notes:
All reports on student achievement in specific areas of English are listed in ON00796.

(LR)

Related Records: ON00796

Availability: MF - $0.50. HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00802**

Stennett, Richard G.; Isaacs, Lorna

-- **Intermediate English Evaluation Project : Verbal Creativity.**

-- London : /London Board of Education/, Educational Research Services, 1974. -- 8 p. (-- /E.R.A.S./ report ; 11)(Research report ; 74-12)

SUBJECT

/VERBAL/ /CREATIVITY/. /Student/s. /Intermediate grade/s. /London/
 -- Comparisons by /sex/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To assess the verbal creativity of students at the intermediate level in the London school system.

Sample:

A subsample of 534 students in grades 7-10 was selected from the project's sample of 2,685 students.

Methodology:

Two activities, 'Asking' and 'Unusual Uses', of the Torrance Tests of Creative Thinking - Verbal Form A, and vocabulary, attitude, and reading tests were administered to the students. Analysis of variance and Pearson product-moment correlations were calculated. Means and correlation coefficients are tabulated.

Findings:

1. There were no statistically significant differences due to sex at any grade level on any of: fluency, flexibility and originality of either of the two activities.
2. For both 'Asking' and 'Unusual Uses' activities, the students' scores on the three dimensions were moderately correlated.
3. Performance on the 'Asking' activity was only modestly related to performance on 'Unusual Uses'.
4. Performance on the verbal creativity tests showed a significant but minor relationship to the students' rated enjoyment of /reading/, /writing/ and self-confidence in /speech/, and to their verbal ability and reading skill.

Tests Used in Research but not Included in Document:

/Comprehensive Tests of Basic/ Skills; /Sequential Tests of Education/al Progress, Series II Reading Test; /Torrance Tests of Creative/ Thinking, Subtests 1 and 5; self-made /Attitude Scale/

Notes:

All reports on student achievement in specific areas of English are listed in ON00796.

(LR)

Related Records: ON00796

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00803**

Stennett, Richard G.; Issacs, Lorna

-- **Intermediate English Evaluation Project : Attitudes Revisited.**

-- London : /London Board of Education/, Educational Research Services, 1974. -- 29 p. (-- /E.R.A.S./ report ; 12)(Research report ; 74-13)

SUBJECT

/ENGLISH/ /LANGUAGE/. /Curriculum/ subjects. /Intermediate grade/s. /London/
/Program/s. /Attitude/s of /student/s -- Comparisons by /grade level/s and /sex/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To summarize the results and interrelationships of attitude measures and their relationship to measures of ability and achievement.

Sample:
I. 2,684 students: about 600 to 700 in each of grades 7, 8, 9, and 10. II. 1,247 students in the same grades the previous year. Data collected in May 1973 and February and March 1974.

Methodology:
A 100-item test of 6 attitude scales was administered to sample II, an abbreviated version to sample I. Standardized tests were administered to subsamples of sample I, who also rated their liking for and difficulty with English and 4 other academic subjects. Data were analysed by grade and sex. Means, percentages and correlation coefficients are tabulated. Graphs.

Findings:
1. In both studies: females (F) were more positive toward English than males (M) at all grade levels; and there was a decrease in positiveness from grades 7-10.
2. More marked in the later study were a tendency for students, particularly Ms, to increase their enjoyment of English classes from grades 7-10 and a decrease in positiveness for the enjoyment of /writing/ and application of English skills.
3. While the earlier study showed Fs' negative attitudes increasing at the secondary level, the later one showed Fs gradually increasing their enjoyment.
4. There were no significant differences in students' enjoyment of English as a function of /teacher/ sex at the elementary level. At the secondary level, Fs with a M teacher were the most positive, Ms with a F teacher the least positive.
5. Secondary students rated all subjects, except English, less positively than did elementary students; rated mathematics, science and history as more difficult than did elementary students; and rated mathematics and English as slightly more difficult than other subjects.
6. Student liking for a subject was inversely related to the difficulty they had with it.
7. There were substantial relationships between /verbal/ /ability/ and achievement, especially in silent /reading/, /listening/ and writing.
8. Scales for enjoyment of reading, usefulness of grammar and application of English skills showed the most substantial relationships to the achievement measures.

Conclusions:
The validity of the comparisons of the two samples is limited by differences in sampling procedures, test timing, the tests and test administration procedures.

Tests Included in Document:
Self-made subject liking and difficulty scale

Tests Used in Research but not Included in Document:
Self-made /attitude scale/s; /Sequential Tests of Education/al Progress, Listening and Reading; /Gilmore Oral Reading Test/; /Canadian Tests of Basic Skill/s; /Comprehensive Tests of Basic/ Skills; /Torrance Tests of Creative/ Thinking; self-made oral communication tests

Notes:
For a complete listing of related reports, see ON00791.

(GC)

Related Records: ON00791; ON00787; ON00793

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00804**

Latimer, R.D.

-- An Overview of the English Language Arts Program : Intermediate Division, City of London Schools.

-- London : /London Board of Education/, 1973. -- 7 p. (-- /E.R.A.S./ report ; 13)

SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Intermediate grade/s. /London/
In /English/ /language/. Affecting factors

ABSTRACT

Type of Study:

Descriptive

Purpose:

To attempt to discern common patterns of student strength and weakness in the English program.

Sample:

46 /teacher/s and /principal/s at 2 elementary schools; and 22 educators at 1 secondary school.

Methodology:

Visits were made to some classrooms, though most discussions were held when teachers were free from classroom duties. Strengths and weaknesses are discussed for each of grades 7-10.

Findings:

1. Few teachers felt that a lack of /teaching aid/s or equipment was responsible for not attaining stated goals in student achievement.
2. There was no evidence of fault-finding in relation to the teaching that students received at an earlier grade level.
3. Many felt that the incursion of electives was depriving the English program of much valuable time.
4. Students appeared to enjoy /reading/, discussion, dramatization, and projects, but only when a high degree of motivation was provided did they apply themselves to /writing/.
5. A paucity of /vocabulary/ resource was evident in the students at all levels.
6. The students appeared to suffer from a lack of listening skills and an inability to organize responses in written or oral form. There was general improvement in oral work over the grades, but this was not reflected in the students' writing.

Conclusions:

1. On account of the wide differences in the students' motivation, background, expectations and capabilities, it will be impossible for all of them to reach the same standards of achievement at either the grade or age level.
2. More emphasis on fundamental skills is necessary, with more time available for writing practice.

Notes:

For a complete listing of related reports, see ON00791

(LR)

Related Records: ON00791

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00805**

Stennett, Richard G.; Roberts, T.R.; West, N.A.
-- **The Family Planning Unit of the Family Living Program : A Preliminary Evaluation.**
-- London : /London Board of Education/, Educational Research Services, 1975. -- 34, 22 p. (- - Research report ; 75-03)

SUBJECT

/SEX EDUCATION/. /Curriculum/ subjects. /Secondary school/s. /London/
/Family planning/. Evaluation -- Study examples: /Grades 11-13/

ABSTRACT

Type of Study:
Descriptive

Sample:
All 2,789 students in grades 11-13, at 5 secondary schools selected to represent all London schools; 2,210 (79%) responded. Data collected in October 1974

Methodology:
A questionnaire on family planning knowledge and attitudes was administered. Students were sorted into 4 groups: those exposed or not exposed to the family planning unit (FPU), with or without elementary school sex education. Tables and graphs show frequencies, percentages and variances by grade and sex.

Findings:
1. Students endorsed a family planning course, but considered the specifics and use of contraceptives to be more important than broader aspects.
2. 81% of FPU students felt family planning should be taught before grade 11.
3. The most heavily relied upon sources of information were friends of the same sex, parents, and school courses.
4. 87% of all students believed birth control information should be freely available to secondary students; 43% felt they knew enough about /contraception/; 84% felt both sexes should be responsible for using birth control methods.
5. 48% of /female/s (F) and 71% of /male/s (M) believed the condom to be the most commonly used contraceptive among secondary students; 38% of Fs and 13% of Ms believed the pill to be so.
6. 41% of Ms and 35% of Fs had had sexual intercourse. Grade 13 percentages were 53% for Ms, 39% for Fs.
7. Of 847 students answering, 47% always used some method of contraception, 20% did so sometimes, 38% never did so. Fs were more likely to report always doing so.
8. Ms underestimated Fs' sexual experience, Fs overestimated Ms' experience.
9. Sexual knowledge scores increased with grade level and were higher for FPU students.
10. Fs were more conservative than Ms in attitudes toward premarital sex and abortion. Endorsement of birth control and the need for population control increased over grades.
11. Students in grades 12 and 13 and those who had not taken the FPU had fewer sexual partners than grade 11 and FPU students.
12. 46% of comments about the FPU were positive, 47% negative. A major complaint was the lack of attention to nonphysical aspects of sexuality and family planning.

Conclusions:
1. Students endorse the concept of a family planning program presented separately from physical education.
2. The FPU appears to have had only a modest effect on knowledge, a minor effect on attitudes and no effect on sexual behaviour.

Special Features:
1. /Bibliography/ -- 3 items
2. Separate Appendix of Tables

Tests Included in Document:
A Survey of Knowledge and /Attitudes About Birth Control/

(GC)

Availability: MF - $0.50, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00806**

Feenstra, Henry J.; Stennett, Richard G.

-- A Follow-Up of Graduates from the London School System : Grade 9 Class of 1959-60.

-- London : /London Board of Education/, Dept. of Psychological Services, n.d. -- 20 p.

SUBJECT

/GRADUATE/S. /Secondary school/s. /London/
/Employment/ and /postsecondary/ education -- Comparisons by /4-year/ and /5-year/ /program/s

ABSTRACT

Type of Study:
Longitudinal; Descriptive

Purpose:
To gauge the effectiveness of the school system in preparing students for employment and-or further education.

Sample:
502 grade 12 graduates, responses received from 161 (36%); 349 grade 13 graduates, responses received from 139 (44%). Data collected 1968.

Methodology:
Questionnaires were mailed to students who had been enrolled in grade 9 in September 1959 and subsequently graduated from either grade 12 or 13. Those who returned the questionnaire were compared with the total group of graduates. Frequency and percentage distributions are tabulated.

Findings:
1. Students who returned the questionnaire did not differ significantly from the total group of graduates.
2. A higher percentage of grade 12 than 13 graduates were employed full time; a higher percentage of grade 13 graduates were classified as students four years after graduation.
3. Grade 13 graduates were employed mainly in /professional/ and-or /technical/ areas, grade 12 graduates in professional, technical, /clerical/ and craftsman areas.
4. Grade 12 graduates had worked from 17-35 months longer.
5. Grade 13 graduates had /salaries/ comparable to those of grade 12 graduates. Salaries of grade 12 graduates differed according to course taken, with /business/ graduates receiving the lowest salaries.
6. All groups expressed general satisfaction with their employment.
7. Grade 12 graduates changed jobs more often, with fewer commercial graduates remaining with their original job.
8. The majority of grade 12 graduates who changed jobs did so because of employment dissatisfaction; grade 13 graduates who changed jobs did so because of a promotion or a return to school.
9. Grade 12 graduates found secondary school courses more useful in their employment than did grade 13 graduates; 41% of grade 12 graduates said that specific training in a business or technical skill was most helpful in preparation for their current job; 56% of grade 13 graduates reported training in /science/, /mathematics/, /English/, or a /second language/ was most helpful.
10. 87.6% of grade 12 graduates and 96.4% of grade 13 graduates received some type of postsecondary education.
11. English, mathematics, and science were viewed as most helpful for preparation for college; second language learning, and /social studies/ were least helpful.
12. A great number of responses suggested that teacher disinterest and incompetence were harmful in preparation for college.

Special Features:
/Bibliography/ -- 2 items

Tests Used in Research but not Included in Document:
Self-made /questionnaire/

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00807

Stennett, Richard G.; Feenstra, Henry J.

-- The Secondary Educational History of London's Carnegie Students, The Grade 9 Class of 1959- 60.

-- London : /London Board of Education/, Educational Research Services, n.d. -- 17 p. in various pagings.

SUBJECT

/SECONDARY SCHOOL/S. /London/

/Dropout/s and /graduate/s. /Academic achievement/, /grade repetition/, /IQ/, and /socioeconomic/ /characteristic/s -- Comparisons by /4-year/ and /5-year/ /program/s

ABSTRACT

Type of Study:

Descriptive

Sample:

940 /male/ and 864 /female/ students enrolled in grade 9 in a London, publicly supported, secondary school in September 1959, or who started grade 9 in a non-London school at the same time and completed secondary school in a London school.

Methodology:

Data collected from Ontario School Records. Tables, graphs, and figures are given.

Findings:

1. 218 students (19%) completed the general course without repeating a grade. Of 183 students in the general course who repeated a grade, only 11 (6%) graduated from grade 13.
2. At the end of grade 11, 61% were still enrolled in the general course.
3. About half the students finished some high school courses. About 1 in 3 completed the course which they began.
4. 70% of /business/ /student/s and 32% of general students left school without completing grade 12.
5. Students who successfully finished their course without repeating a grade: had repeated fewer elementary grades; changed schools less frequently; came from higher socioeconomic levels; scored higher on group IQ tests; and had better public school records.

Conclusions:

1. A substantial number of students, enrolled in London's secondary schools prior to the establishment of the reorganized program, failed to complete their course.
2. Successful students were those with prior histories of educational success.
3. Students in business and /technical/ /course/s leave school earlier and in larger numbers than do general course students.
4. Grade repetitions are associated with leaving school early.

(LK)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00808
Hardy, Madeline I.
-- **Fads and Fallacies Surrounding Beginning Reading Skills.**
-- London : /University of Western Ontario/, /Althouse College of Education/, 1972. -- 23 p.

SUBJECT

/BEGINNING READING/
  Process and theories
BEGINNING READING. /Curriculum/ subjects. /Primary grade/s
  /Program/s, /teaching aid/s and /teaching method/s

ANNOTATION

The paper, delivered at 'Reading 72' at York University in 1972, is organized under 7 headings. Discussed are: the history of methods, materials and programs in beginning reading, with emphasis on the innovations adopted in each decade over the last half century; research in beginning reading since 1960; the nature of the beginning reading process; the 'sacred cows' of beginning reading, including sight words, word shapes, the sequence of /reading skill/s, /phonic/s and phonic generalizations; recently proposed instructional techniques for teaching beginning reading; and the /London Board of Education/'s project in elemental reading skills. Included are a bibliography of 29 items and a list of 15 publications on the reading research project available from the London Board of Education.

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00809
Stennett, Richard G.
-- **Underachievement and the Development of Self-Control.**
-- London : /London Board of Education/, Dept. of Psychological Services, 1968. -- 10 p.

SUBJECT

/UNDERACHIEVER/S. /Elementary school/s
/Immaturity/. Improvement. /Role/ of /parent/s and /teacher/s

ANNOTATION

A typical underachievement syndrome and its dynamics are described. The rationale and a procedure for working with younger underachieving children with moderate degrees of /emotional/ and /social/ immaturity are outlined under: teacher's role, parent's role, expected complications, and expected changes in behaviour. Described under teacher's role are: clearly explaining an assignment, then only intervening when necessary; not keeping the child in as punishment for not completing work; reviewing the child's work at the end of the day and sending home a signed instruction sheet to the parent; checking homework in the morning; communicating acceptable standards to parents; treating each day as a separate learning trial; praising work done properly within alloted times; and avoiding nagging.

Included in the parent's role are: insisting on seeing signed instruction sheets; seating the child at a prescribed time in a distraction free place and requiring him to remain there until the work is satisfactorily completed; reminding the child that he controls the situation; signing the completed work to be taken to the teacher; and praising the child for independent completion of the work. Included is a /bibliography/ of 5 items.

Notes:
Published in Special Education in Canada, (February 1968)
(LK)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00810**

Stennett, Richard G.; Isaacs, Lorna

-- **Ratings by the 'Committee on Violence in the Media' of Six Excerpts from Current TV Programs.**

-- London : /London Board of Education/, Educational Research Services, 1976. -- 7 p.

SUBJECT

/TELEVISION/

/Program/s: Bugs Bunny, Cannon, Policewoman, and Streets of San Francisco. /Violence/. /Evaluation/ by Committee on Violence in the Media, London Board of Education

ABSTRACT

Type of Study:

Descriptive

Sample:

15 members of the London Board of Education's Committee on Violence in the Media. Data collected 1976.

Methodology:

Six excerpts from Cannon, The Streets of San Francisco, Policewoman, and Bugs Bunny were viewed and rated along five dimensions: violent vs non-violent; acceptability of material; parental discretion regarding viewing; anticipated emotional reactions of children; and the possible long-term effects on a child. Percentage responses for each question are tabulated.

Findings:

1. All excerpts were regarded as violent to some degree.
2. The cartoons were seen as much less violent and of relatively minor concern in terms of their short and long-term effects on children.
3. The /cartoon/s were regarded as either acceptable or acceptable under certain conditions for viewing by school-age children.
4. The /emotional/ /response/ of children to the cartoons was seen as one of amusement.
5. The dramatic programs were regarded as both more violent and more harmful in their short and long-term effects.
6. The dramatic programs were generally regarded as unacceptable. It was felt that viewing should be either prohibited or carefully controlled by parents.
7. Major emotional reactions to the dramatic programs were seen as fright and excitement and, less significantly, sadness and anger.
8. Adverse long-term effects were seen as (in order of importance): fearfulness; a distorted perception of the real extent of violence in society; and a tendency to adopt violence as an acceptable way of solving problems.

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00811

Feenstra, Henry J.; Stennett, Richard G.

-- **Evaluation of the Impact of Summer School on the Subsequent Academic Achievement of London's Carnegie Students.**

-- London : /London Board of Education/, Dept. of Psychological Services, n.d. -- 19 p.

SUBJECT

/STUDENT/S. /Summer school/s. /Secondary school/s. /London/
Subsequent /academic achievement/ -- Comparisons by /grade level/s

ABSTRACT

Type of Study:

Descriptive

Sample:

All (1,804) Carnegie students enrolled in grade 9 in September 1959. 415 students who attended one or more summer school (SS) sessions from grade 9 through grade 12 were selected from the total sample.

Methodology:

Data on students' academic achievement were collected from Ontario School Records. Frequencies, percentages, means and standard deviations are tabulated.

Findings:

1. 28% of general arts students, 19% of/business/ students and 13% of /technical/ students attended one or more SS sessions.
2. SS students had slightly lower /IQ/, as measured by the Intermediate Dominion Group Test of Learning Capacity, and lower /socioeconomic/ /status/ than students who did not attend summer school (NSS).
3. NSS students had higher average marks at each grade level than SS students.
4. Regarding highest grade passed in secondary school, SS students achieved a higher grade level than NSS students; this difference was apparent in general arts, commercial, and technical courses.
5. A considerable number of students who attended SS in the later grades eventually graduated from grade 12 or 13; the general arts program had a higher percentage of graduates than the commercial and technical.
6. 61.6% of general arts NSS students graduated from grade 12 or 13, compared to 63.4% of SS students. In the commercial and technical programs, however, NSS graduates were twice the number of SS graduates.

Conclusions:

1. SS appears to have a short-term beneficial effect in helping students from all courses and at all grade levels to pass the subject in which they enrolled.
2. Long-term effects of SS attendance differ as a function of the program and grade in which the student was enrolled. The higher the grade level at which SS was atended, the better the chance of subsequent academic success. Students in general arts do better following SS than those in the commercial and technical courses.
3. Although SS students tend to be somewhat less intelligent and have a lower academic performance record than those who do not attend, the former attain a higher grade level on leaving school than the latter do.

Special Features:

1. /Bibliography/ -- 7 items
2. /Research review/, pp. 2-5

(MH)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00812**
Stennett, Richard G.
-- **Class Size : Confrontation or Constructive Compromise?**
-- London : /London Board of Education/, Educational Research Services, n.d. -- 15 p.

SUBJECT

/CLASS SIZE/. Schools
Effects on /learning/ by /student/s

ANNOTATION

The nature and magnitude of the effects of class size are discussed as dependent upon the experience and /competence/ of the /teacher/s, the /age/s of the students, the homogeneity of the students with respect to /ability/ and basic skill development, the /teaching method/s used, the school's organizational plan, the /subject/s taught, the presence or absence of /emotionally disturbed/ students in the classes, the adequacy of /educational/ /facilities/ and material resources and the availability of teacher helpers (/consultant/s, /counsellor/s, psychologists, etc.). The concept of the average is discussed as a deceptive statistic when talking in terms of class size, and a new individualized approach to the issue is then suggested in which each and every classroom is examined in terms of factors which either accentuate or mitigate the teaching-learning process.

Four possible remedies are then offered to help alleviate the problem of large classes: increasing manpower, changing teaching methods, redistributing students and-or time, and redistributing and-or reallocating attenuators.

Included are a 26-item /bibliography/ and tables and a bar graph detailing class sizes in the /London/ school system.

(PO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00813**

Stennett, Richard G.; Smythe, Padric C.
-- The Grade 9 Class of 1965-66 : A Folllow-Up Study of Those Who Left School After Three to Four Years.
-- London : /London Board of Education/, Educational Research Services, 1969. -- 16 p.

SUBJECT

/SECONDARY SCHOOL/S. /London/
/Dropout/s and /graduate/s. /Employment/ and /postsecondary/ education
/Program/s. /Attitude/s of dropouts and /4-year/ graduates

ABSTRACT

Type of Study:
Longitudinal; Descriptive

Sample:
676 students who enrolled in grade 9 for the first time in September 1965 and who left school from June 1968 to June 1969; responses received from 285 (42%). Data collected November 1969.

Methodology:
Questionnaires were mailed; students who returned the questionnaire were compared with those who did not respond and the entire follow-up sample on 12 variables. Frequencies, percentages and means are tabulated according to current personal and occupational status; perception of the relevance of secondary school education to current jobs, with suggestions for curriculum changes; reasons for dropping out; occupational mobility; type of and location of postsecondary school educations; and willingness to participate further in the study. Responses of graduates (Gs) and dropouts (DOs) are presented separately.

Findings:
1. 60% of both G and DO groups were full time employees.
2. Gs were more likely to be full time students; less likely to be unemployed, married or have children; and obtained relatively more jobs at higher occupational levels.
3. 76% of Gs and 69% of DOs were either satisfied or very satisfied with their current job.
4. 65% of Gs regarded secondary school education as useful in preparation for their current job; 53% of DOs did not regard it as such.
5. Specific /business/ /course/s, /mathematics/, specific trades training and /English/ were rated as 'most helpful' for current job preparation.
6. The main reasons given by DOs for leaving school were dissatisfaction with various aspects of school and academic failure.
7. 41% of DOs and 13% of Gs changed jobs one or more times.
8. 63% of DOs and 46% of Gs took some form of additional training after leaving high school.
9. Gs tended to receive additional training on-the-job (33%), at college or a special institution (33%), or in day or night courses (22%); DOs received additional training from the London system (46%), on-the-job (21%), and by correspondence or home study courses (21%).

Special Features:
/Bibliography/ -- 5 items

Tests Used in Research but not Included in Document:
Self-made /questionnaire/

(ER)

Related Records: ON00806; ON00807; ON00819

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00814**

Hardy, Madeline I.; Stennett, Richard G.; Smythe, Padric C.

-- **Development of Auditory and Visual Language Concepts and Relationship to Instructional Strategies in Kindergarten.**

-- London : /London Board of Education/, Educational Research Services, 1970. -- 19 p.

SUBJECT

/BEGINNING READING/. /Curriculum/ subjects. /Kindergarten/
Auditory and visual /language concept/s. /Teaching method/s -- Study regions: /London/

ABSTRACT

Type of Study:
Descriptive

Sample:
60 kindergarten (K) students (30 male, 30 female), age 57-69 months, in 3 schools chosen to represent three different socioeconomic levels. Data collected 1970-71.

Methodology:
An inventory of auditory and visual language concepts used in prereading and beginning reading programs was compiled along with an instructional inventory of terms used by kindergarten and primary teachers. Tests for auditory and visual language concepts were administered individually three times during the kindergarten year - October, February, and May. Instructional inventories were completed by teachers at the end of each month, the teachers being asked to indicate the concepts to which the children had been exposed and not those necessarily mastered. Percentages are tabulated.

Findings:
1. Upon entrance to K, word-related concepts were better developed than book-related concepts, and knowledge of the /alphabet/ and of letter names was superior to that of temporal position, similarity-difference, /rhyme/, word, and speech sound.
2. In both visual and auditory areas, growth in mastery was continuous throughout the K year.
3. 30% of the students could differentiate left side and right side of the book at the beginning of the school year; there was less than 50% mastery at the end of the school year.
4. Instruction in following directions was given in mid-year even though mastery had already been achieved upon entry.
5. Size concepts related to 'large' developed before those related to 'small'.
6. In both auditory and visual areas, 'letter' was better understood than 'word'.

Conclusions:
1. In the beginning reading and language areas, it is unwise to make assumptions about the concepts and /vocabulary/ which children can understand upon entering school.
2. Auditory and visual language concepts and the vocabulary peculiar to a teaching program should be identified and provision should be made for their orderly acquisition within the program.
3. Great care should be taken in developing /test/s for young children in order to delete unknown vocabulary which could hinder the assessment of mastery of the concepts or skills.
4. There should be careful attention and control of the instructional language used with young children in order to create a less confusing and more meaningful atmosphere for the acquisition of beginning /reading skill/s.

Special Features:
/Bibliography/ -- 10 items

Tests Used in Research but not Included in Document:
Self-made auditory and visual language tests

(ER)

Availability: MF - $0.50

PROCESSED REPORT **ON00815**

Small, J.S.; Stennett, Richard G.

-- **A Follow-Up Study of London Students Who Enrolled in a Two-Year Occupations Programme in September, 1965.**

-- London : /London Board of Education/, n.d. -- 20 p.

SUBJECT

/VOCATIONAL EDUCATION/. /2-year/ /work experience/ /program/s. /Thames S.S./ /London/
/Dropout/s and /graduate/s. /Employment/ and /salaries/

ABSTRACT

Type of Study:
Descriptive

Sample:
342 students enrolled in Thames S.S. in 1965 who had left school at the time of the follow-up study; 111 responded. Data collected 1968.

Methodology:
Data were collected from: a master file created for a larger study, containing background information, complete academic record and standardized test results; a follow-up questionnaire mailed to the 342 students querying their postschool employment and vocational history; interviews held with 56 available and willing students; eight structured /interview/s held with employers. Frequencies, percentages and means are tabulated.

Findings:
1. The poor response was due in part to long time intervals between students' leaving school and follow-up procedures, and to negative attitudes, especially by those who had dropped out.
2. Graduates entered a greater variety of /occupation/s, and concentrated in the public service and sales fields. About 63% of dropouts found employment as semiskilled or unskilled factory workers.
3. Over 85% of employed students, whether graduates or dropouts, were satisfied or very satisfied with their jobs. The average time dropouts remained on a job was slightly longer than graduates.
4. Of students who left their jobs, 25% were laid off, 25% changed for better jobs, and 50% were dissatisfied with their employment.
5. Although the school played a significant role in assisting graduates to obtain their first job, students relied heavily on their own efforts or community resources for job finding.
6. The mean weekly salary of dropouts was higher than that of graduates as several were employed in well-paying seasonal construction work; others, employed longer than graduates, had obtained salary increases.
7. 75% of employed students were satisfied with their incomes, considering them realistic in relation to their qualifications.
8. At least half the students were working in areas for which they had not been specifically trained, and therefore did not regard the training they received as useful.
9. 21% of students reported taking some additional job training. These included more graduates than dropouts, and more of the employed than unemployed.
10. Students regarded /attitude/ development as the most important part of their training, vocational training next, and academic training as the least important.
11. /Employer/s were generally satisfied with the work the students did; they regarded attitude as the key factor to job success, and their main concern was with attitude development.
12. Employees were discharged because of interpersonal problems, unreliability, and absenteeism.
13. Most employers offered on-the-job training and encouraged their employees to improve their educational qualifications.

Tests Used in Research but not Included in Document:
Self-made /interview schedule/s

(MH)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00816**

Stennett, Richard G.; Feenstra, Henry J.

-- Four-Year or Five-Year?

-- London : /London Board of Education/, Dept. of Psychological Services, n.d. -- 9 p.

SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Grade 9/

/Prediction/ by /IQ/ (Dominion Group Tests of Learning Capacity) and academic achievement in /grades 7-8/ -- Study regions: /London/ -- Comparisons by /program/s and /sex/

ABSTRACT

Type of Study:

Methodological

Purpose:

To determine which variable or combination of variables at elementary levels will most accurately predict students' success in grade 9.

Sample:

3,223 students enrolled for the first time in grade 9 in September 1965. 759 randomly selected students enrolled in grade 9 in 1966. Data collected fall 1965.

Methodology:

Data were obtained from Ontario School Records. 32 variables were intercorrelated, factor analyzed, and rotated. Four multiple regression prediction equations were developed using pairs of variables to allow separate predictions for males and females in both the /4-year/ and /5-year/ programs. To cross validate, the equations developed were used to predict the marks of the 1966 sample, and their actual marks were collected to calculate the errors of prediction. Means, standard deviations and correlation coefficients are tabulated.

Findings:

1. The two factors which were the best predictors of grade 9 academic success were an academic ability factor and an academic achievement factor.
2. The combined use of a student's grade 8 average mark and his score on the Dominion Intermediate Intelligence Test constituted the best predictor of success for males and females entering the 5-year program.
3. Grade 7 and 8 average marks were the best predictors of success for the 4-year /female/s.
4. Grade 8 average and grade 8 industrial arts marks were the best predictors of success for the 4-year /male/s.
5. The accuracy of prediction was inversely proportional to the value of the predicted mark.
6. The accuracy of prediction was slightly better for the 4-year students.

Conclusions:

Students' academic achievement can be predicted with sufficient accuracy to justify the introduction of the procedures outlined as one aid in the 4-year - 5-year decision making process.

(PO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00817**

Smythe, Padric C.; Stennett, Richard G.

-- **The Grade 9 Two-Year Occupations Classes of 1970-71 : Follow-Up and Comparison with Eligible Students Who Elected Other Programmes.**

-- London : /London Board of Education/, Educational Research Services, 1972. -- 17 p.

SUBJECT

/VOCATIONAL EDUCATION/. /2-year/ /work experience/ /program/s. /Secondary school/s. /London/ /Student/s. /Attitude/s to /school/, /academic achievement/, /academic/ /aspiration/, /dropout rate/, /IQ/, /occupational/ aspiration, /religion/ and /socioeconomic/ /characteristic/s -- Study examples: /Grade 9/ -- Comparisons with similar students in other programs

ABSTRACT

Type of Study:

Longitudinal; Comparative

Sample:

100 students in the two year occupational program (OP); 100 students who were eligible for OP but enrolled in other programs (NOP). Students were selected on the basis of age, overall grade 8 average not exceeding 58%, and-or IQ scores not exceeding 95. Data collected 1970, 1971 and 1972.

Methodology:

Demographic and academic data were collected from school records and from attitude questionnaires administered in the final year of elementary school and again at the end of the first year in secondary school; a school leaving questionnaire was administered where appropriate. Means, standard deviations, and frequency distributions were computed separately for the two groups and are tabulated.

Findings:

1. Both groups were similar in terms of their religious backgrounds and the age at which they entered kindergarten.
2. The OP group had a higher percentage of males (63% vs 50%); tended to come from lower socioeconomic backgrounds and from homes with less family stability; were four months younger in their last year of elementary school; had attended more elementary schools and had lower elementary grades; had one and a half times as many failure experiences and five times as many conditional pass experiences; and had IQs three to four points lower than NOP students.
3. OP students in grades 9 and 10 had average grades comparable to or higher than NOP students.
4. The dropout rate for OP students was 37%; for NOP students, 28%.
5. OP students had lower educational aspirations at the end of grade 8 and in grade 9 than NOP students had.
6. Both groups would have been disappointed had they been forced to quit school and felt it was important to their parents that they complete school.
7. In grade 8, both samples predicted liking secondary school equally as well.
8. 65% of the NOP, and 56% of the OP students found they liked secondary school more in the spring than at the beginning of the year.
9. The OP group had a more modest level of occupational aspiration than the NOP group.

Conclusions:

The high dropout rate suggests the need for specific remedial measures.

Special Features:

/Bibliography/ -- 5 items

Tests Used in Research but not Included in Document:

Self-made student /questionnaire/s

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00818**

Stennett, Richard G.; Smythe, Padric C.; Small, T.R.; Wilson, T.T.R.
-- Two-Year Occupations Program, Grade 9 Classes of 1968-69 : Preliminary Report.
-- London : /London Board of Education/, 1970. -- 12 p.

SUBJECT

/VOCATIONAL EDUCATION/. /2-year/ /work experience/ /program/s. /Ross S.S./ and /Thames S.S./. /London/ /Student/s. /Academic achievement/, /age/, /IQ/, /religion/ and /socioeconomic/ /characteristic/s -- Study examples: /Grade 9/ -- Comparisons between schools, and /dropout/s and /graduate/s

ABSTRACT

Type of Study:
Comparative

Purpose:
To compare and describe the 1968-69 grade 9 Thames and Ross S.S. classes in the 2-year occupations program.

Sample:
All students who enrolled in a 2-year occupations program in 1968: 229 students at Thames S.S. (T); 222 students at Ross S.S. (R).

Methodology:
All data were obtained from the Ontario School Record (OSR) I and OSR II, as well as other school records. Comparisons were made in terms of common demographic variables and elementary and secondary academic achievement histories. Descriptive comparisons were also made of the 216 graduates and 167 dropouts with respect to personal and demographic variables and elementary and secondary level achievement. A descriptive comparison of the 1965 and 1968 Thames and grade 9 classes was also made. Data were analyzed by compiling frequency distributions for all variables. Means, percentages, and statistical differences are tabulated.

Findings:
1. The groups were similar with respect to religious affiliations, socioeconomic status, IQ, and sex distribution, and the number of different elementary schools attended.
2. T students were slightly older on entry to secondary school and lived within less stable family situations.
3. Thames S.S. drew more students from London separate schools; Ross S.S. drew more students from outside London and neighbouring 'feeder' schools.
4. The 1965 T group was older, spent more years in elementary school and did less well on IQ tests than the 1968 group; the 1965 and 1968 groups were similar in sex and socioeconomic composition and attended about the same number of different elementary schools.
5. T and R groups were similar with respect to elementary academic achievement, although T students had a better record of passing grades 4-8 with slightly higher marks.
6. At the secondary level, T students did better in /mathematics/ (mean of 61.5 vs 57.3 for R students), while R students did better in /English/ (mean of 63.2 vs 60.3).
7. Graduates and dropouts were educated primarily in London public elementary schools and tended to receive their grade 8 training in these schools.
8. Graduates and dropouts did not differ significantly with respect to religious affiliation, sex distribution, age when starting secondary school, IQ test scores, or elementary school achievement.
9. Dropouts came from less intact families with lower socioeconomic backgrounds, changed elementary schools more frequently than graduates, and had poorer secondary school achievement and attendance records, with more frequent truancies.

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00819**

Stennett, Richard G.; Isaacs, Lorna

-- **The Grade 9 Class of 1965-66 : A Follow-Up of Those Who Left School After Four or Five Years.**

-- London : /London Board of Education/, Educational Research Services, 1971. -- 20 p.

SUBJECT

/SECONDARY SCHOOL/S. /London/

/Dropout/s and /graduate/s. /Employment/ and /postsecondary/ education -- Comparisons by /4- year/ and /5-year/ /program/s

ABSTRACT

Type of Study:

Longitudinal; Comparative

Sample:

1,137 students who enrolled in grade 9 for the first time in September 1965 and left school between June 30, 1969 and June 30, 1970; responses received from 441. Data collected October 1971.

Methodology:

Questionnaires were mailed; respondents and nonrespondents were compared on 11 background variables. Frequencies, percentages and means are tabulated. Responses of grade 13 graduates (A) were compared with those of students who finished grade 12 or less (B); a comparison of the sample with those who left school after 3 or 4 years was also made.

Findings:

1. 5% of A and 20% of B students were married.
2. 59% of the entire sample were still in school; 74% of A and 13% of B students were full time students, 14% of A and 67% of B students were employed full time.
3. 41% of A and 44% of B students held /clerical/ positions; 20% of A and 9% of B students held /professional/ positions.
4. 38% of A and 35% of B students were satisfied with their current jobs; 45% of B and 33% of A students rated their secondary school education as being useful in preparing them for their current job; 54% of the B and 43% of the A groups changed jobs more than once.
5. 37% of the B group left school prior to graduation.
6. 70% of the entire sample took some form of additional training after high school, 84% of the A group and 44% of the B group.
7. 68.4% of the entire sample attended some form of full time postsecondary institution, 9% of A and 9% of B students; 79% of A students attended /university/; 71% of B students enrolled in an institute of technology.
8. B students attending postsecondary institutions rated their secondary school preparation as poor or very poor; A students attending such institutions rated it as good or very good.
9. 10% of the A students and 40% of the B students who went to college left within the two years.
10. Compared with students who had left school after 3-4 years, the present sample had a higher mean /IQ/; had been /accelerated/ during their school careers; and were more likely to have been in a 5-year program, to have graduated from the program in which they were enrolled, to still be students at the time of the follow-up, and to be in professional or managerial positions.

Special Features:

/Bibliography/ -- 6 items

Tests Used in Research but not Included in Document:

Self-made /questionnaire/

(ER)

Related Records: ON00806; ON00807; ON00813

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00820

Hardy, Madeline I.
-- **Instructional Strategies in Beginning Reading.**
-- London : /London Board of Education/, Educational Research Services, 1972. -- 11 p.

SUBJECT

/BEGINNING READING/. /Curriculum/ subjects. /Kindergarten/ and /grade 1/
/Teaching method/s -- Study regions: /London/

ANNOTATION

The report summarizes information collected in October, February, and June of 1971-72, in order to differentiate between the effect of natural growth and that of instruction in the study of developmental patterns in elemental /reading skill/s for 120 students in 9 kindergarten and grade 1 classrooms in 3 London public schools. An instructional inventory, developed for completion by the 9 classroom teachers involved, contained items related to all areas of prereading and reading programs, grouped under: Organization of Reading Instruction - /grouping/, approaches, and materials; Specific Instructional Activities - auditory concepts, /phoneme/ concepts and /vocabulary/. The data are presented by item and grade level.

Tests Used in Research but not Included in Document:
Self-made instructional/inventory/

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00821**

Hardy, Madeline I.; Stennett, Richard G.; Smythe, Padric C.

-- **Concepts, Instructional Strategies, and Research in Beginning Reading : A Review.**

-- London : /London Board of Education/, Educational Research Services. -- 19 p.

SUBJECT

/BEGINNING READING/. /Curriculum/ subjects. /Primary grade/s
  Theories and /teaching method/s
  related to /language development/ and /perceptual/ /development/ of /student/s

ABSTRACT

Type of Study:
Literature review

Methodology:
Studies from the period 1883-1970 are discussed under five subheadings: factors in /reading ability/; the beginning reading controversy, in which the two fundamental philosophies underlying the reading controversy, reading as language development and reading as /decoding/ of graphic symbols, are outlined; teaching methods in beginning reading, in which the concept of /reading readiness/ is examined; perceptual factors in beginning reading, which summarizes findings on auditory perception, visual perception, auditory-visual integration, and learning modes; and developmental data on perceptual abilities.

Conclusions:
1. The reading process is multifaceted and has not been clearly conceptualized and described; the factors involved have not been operationally defined.
2. The two sides of the beginning reading controversy share the same goals and a tendency to ask inappropriate questions. The critical issues are what strategies should be used and at what stages of reading development should they be given emphasis.
3. Developmental data on the specific subskills of reading are nonexistent but urgently needed for the development of measurement instruments and teaching and curriculum materials.

Special Features:
/Bibliography/ -- 80 items

(PO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00822**

Stennett, Richard G.; Smythe, Padric C.; Hardy, Madeline I., Wilson, H.R.; Thurlow, Merle
-- **Developmental Patterns in Elemental Reading Skills : Preliminary Report.**
-- London : /London Board of Education/, Educational Research Services, 1970. -- 30 p.

SUBJECT

/READING SKILL/S. /Student/s. /Primary grade/s
/Development/al patterns -- Study regions: /London/ -- Study examples: /Chelsey Ave. P.S./

ABSTRACT

Type of Study:
Descriptive; Methodological

Purpose:
To define, measure and document developmental patterns in the subskills involved in learning to read, particularly the /decoding/ of graphic symbols to speech equivalents.

Sample:
200 students in /kindergarten/ and /grades 1-3/ at Chesley Ave. P.S. in London. Data collected 1970.

Methodology:
11 subskill tests were administered; the student's ability to sustain attention to a reading- like task was recorded during each test. Percentage and frequency distributions for each item of each test are tabulated separately for four chronological age groups.

Findings:
1. Students had almost completely mastered the skills in naming upper case (UC) and lower case (LC) letters by the end of grade 2; the names of the first letters of the alphabet tended to be learned first; the knowledge of letter names in the younger age groups varied with each letter.
2. The rank order correlation between the percentage of all students correctly naming each UC letter and the frequency with which these appeared in their preprimer was .302; for LC letters it was .269.
3. The greater difficulty of learning LC letters was due to difficulty in discriminating the letters b, d, and q.
4. UC letter discrimination was almost perfect by the end of grade 1; LC letter discrimination was mastered by grade 2.
5. The LC letters most difficult to discriminate were: b, d, p, q, i, l, h, n, and u.
6. Students found it easier to print UC than LC letters.
7. Failures in /printing/ both UC and LC letters were due to the students' tendency to rotate the letters.
8. Students were not able to print easily recognizable copies of all UC letters until about the end of grade 2 or all LC letters until the end of grade 3.
9. With one exception, students had developed the capacity to /articulate/ all /phonome/s by the end of grade 2.
10. Students had not completely mastered the skills of phoneme /grapheme/ /correspondence/ by the end of grade 3.

Conclusions:
The data indicate the complexity of the skills and processes involved in learning to decode graphic symbols to their speech equivalents as well as indicating the need for a working 'molecular' model of them.

Special Features:
/Bibliography/ -- 10 items

Tests Used in Research but not Included in Document
/Naming Upper Case Letters/; /Naming Lower Case Letters/, /Discriminating Upper Case/ Letters, /Discriminating Lower Case/ Letters, /Matching Upper Case and Lower/ Case Letters: Upper Case Stimulus; Matching Upper Case and Lower Case Letters: Lower Case Stimulus; /Articulation/; /Grapheme-Phoneme Association/; /Phoneme-Grapheme Association/; /Printing Upper Case Letters/, /Printing Lower Case Letters/

(ER)

Related Records: ON00835; ON00844; ON00845.

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00823

Stennett, Richard G.

-- Summer School 1971 : Courses for Credit.

-- London : /London Board of Education/, Educational Research Services, 1972. -- 4 p.

SUBJECT

/STUDENT/S. /Summer school/s. /Secondary school/s. /London/
/Academic achievement/ related to achievement in regular sessions
Subsequent academic achievement

ABSTRACT

Type of Study:
Descriptive

Purpose:
To summarize the preliminary findings of a study designed to ascertain students' post summer school academic performance.

Sample:
590 students who took level 5 subjects for credit in summer school in 1971. Data collected 1971.

Methodology:
A survey of the post summer school performance was undertaken. Comparisons were made by including data for all subjects at all levels as well as the relationships of Christmas to summer school marks and 1970-71 final marks to the subsequent summer school marks. Results are expressed in percentages.

Findings:

1. 73 students (12.4%) failed to get a passing mark; 70 of these took the same subject in 1971- 72 and 24 (34.2%) failed the subject at Christmas.
2. Of 232 students for whom Christmas marks were available, 37 (16%) received failing marks.
3. 40 (15.5%) of 258 students who passed summer school and took the next level of the same subject in 1971-72 failed their Christmas examinations.
4. The rate of failure in the 1971-72 school year varied markedly with summer school performance: 27 of 78 'D' students in summer school failed at Christmas; 2 of 92 'A' summer school students failed at Christmas.
5. A relationship existed between students final marks in a subject in 1970-71 and their subsequent summer school performance in the same subject: failure rate varied from 29.1% for those having 'D' grades prior to summer school to 2.1% for those who had 'A' grades.

Conclusions:
The major questions about summer school for credit are: what should the entrance requirements be, and should a minimal level of achievement be reached before taking the next level of the same subject in the subsequent school year?

(ER)

Availability: MF -- $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00824**

Stennett, Richard G.; Smythe, Padric C.; Hardy, Madeline I.; Wilson, H.R.

-- **Developmental Patterns in Elemental Reading Skills : Upper-Case Lower-Case Equivalences.**

-- London : /London Board of Education/, Educational Research Services, n.d. -- 12 p.

SUBJECT

/READING SKILL/S. /Student/s. /Primary grade/s

Recognition of upper and lower case /letter/s -- Study regions: /London/ -- Study examples: /Chelsey Ave. P.S./

ABSTRACT

Type of Study:

Action research

Purpose:

To assess students' knowledge of the equivalences of corresponding upper and lower case letters printed in primary type.

Sample:

200 Chelsey Avenue P.S. students; about 50 in each of kindergarten and grades 1-3 inclusive. Data collected spring 1970.

Methodology:

12 upper case and lower case equivalences or matching tests were administered individually in kindergarten and grade 1; a group form was used in grades 2 and 3. Children were divided into 4 chronological age groups of 65-76, 77-90, 91-104, and 105-132 months. Percentages, factor analysis; tables.

Findings:

1. Students had generally mastered upper case and lower case equivalences by the end of grade two.
2. The youngest age group tended to do slightly better when the upper case letter was the stimulus, the letter L being an exception.
3. The upper case and lower case equivalences, regardless of direction, seemed to fall into three major groups on the basis of difficulty: (C, O, S, V, X, Z) were easiest, (I, J, K, P, W, Y) were harder, and (A, B, D, E, F, G, H, L, M, N, Q, R, T, U) were the hardest.
4. There was no apparent tendency for the factors to be organized either around the sequence in which students learned letter names or in terms of the sound values of the letters.

Conclusions:

In the absence of specific prior instruction on equivalences, beginning reading texts should probably avoid introducing certain upper case letters or introduce them in the order in which they are learned incidentally.

Special Features:

/Bibliography/ -- 4 items

Tests Used in Research but not Included in Document:

Self-made elemental subskill tests

Notes:

Journal articles by authors: 'Developmental Patterns in Elemental Skills : Knowledge of Upper- Case and Lower-Case Letter Names,' and 'Developmental Patterns in Elemental Reading Skills : Visual Discrimination of Primary-Type Upper-Case and Lower-Case Letters,' Journal of Reading Behaviour, 3 (no. 3 Summer 1970-71) 24-33, and 3 (no. 4 Fall 1970-71) 6-13.

(PO)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00625

Stennett, Richard G.

-- **Survey of Grade Repetitions during the 1964-65 School Year.**

-- London : /London Board of Education/, Dept. of Psychological Services, 1965. -- 5 p.

SUBJECT

/ACADEMIC/ /FAILURE/. /Student/s. Schools. /London/
related to /grade level/s, /sex/, and /location/ of schools

ABSTRACT

Type of Study:
Descriptive

Purpose:
To determine the failure rates, separately by sex, from kindergarten to grade 13, and discover the degree of variability among the schools in the London system during 1964-65.

Sample:
36,786 students enrolled in 61 elementary schools and 9 secondary schools in the city.

Methodology:
Enrolment and failure figures by sex and grade for all schools were collected on data forms by principals and school secretaries. Results presented in two graphs.

Findings:
1. 2,829 (8%) of the students failed during 1964-65.
2. The failure rate for males (9%) was significantly higher than that for females (6%). This differential failure rate by sex was fairly consistent from kindergarten to grade 13.
3. The failure rate at the secondary level was 15%; at the elementary level, 5%.
4. For elementary schools the failure rate varied from less than 1% to 27.5%.
5. The secondary school failure rate varied from 10 to 26%.
6. The failure rate increased steadily from the /suburb/s to the /inner city/.

(LR)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00826**

Stennett, Richard G.; Isaacs, Lorna; McEwan, R.C.

-- A Follow-Up Survey of Special Learning Class Students.

-- London : /London Board of Education/, Educational Research Services, 1975. -- 11 p. (-- Research report ; 75-04)

SUBJECT

/SPECIAL CLASS/ES. /Elementary school/s. /London/
/Special Learning Class/. /Attitude/s of /parent/s, /student/s and /teacher/s

ABSTRACT

Type of Study:
Descriptive

Sample:
28 students who had completed the Special Learning Class (SLC) program between 1970-74; their parents (P); their SLC and current teachers; and a randomly selected group of their current classmates matched for sex. 70% were 10 to 14; 79% were in grades 1 to 6; 75% were males; and 70% had /IQ/s in the range of 91 to 110. Data collected in 1975.

Methodology:
Self-made questionnaires were distributed; students were interviewed. Frequency distributions and t test results are tabulated.

Findings:
1. 60% of Ps felt that their children were doing very or fairly well; 36% reported some difficulty.
2. Only 4% to 7% reported that their children frequently felt unhappy or upset with school; many reported their children had been complimented by teachers.
3. 79% of Ps thought their children were ready to leave SLC when the time arrived. 75% thought the SLC had been very helpful; 68% reported that school performance had improved since leaving the SLC.
4. 22% of Ps reported concern over earlier /screening/ of problems, 25% about difficulties faced by those who fell behind their peers.
5. SLC teachers expressed concern for 20% to 30% of students they felt might have emotional problems or problems with social relationships, learning disabilities, /academic achievement/, and adaptability.
6. 81% of students perceived trouble with school work as the reason for attending SLC. 90% were positive toward SLC teachers and 74% liked the work they were given.
7. 29% did not like leaving the SLCs, but 87% reported liking the regular class they were in. About half felt that they were doing as well academically as their classmates, 84% felt they could play games as well and 71% had as many friends.
8. 81% felt that SLC was a good place for them.
9. 89% of comments about school work were positive, while only 42% of comments about interpersonal relationships were positive.
10. Control students received higher ratings from their current teachers on 21 of 33 variables, but only 5 were significant. About half the SLC students were having significant difficulty with /language skill/s, however.

Conclusions:
Although SLCs have not provided satisfactory remedies for 10-20% of students and some are still having difficulty with language skills, the SLCs have apparently provided very helpful experiences for most students.

Tests Used in Research but not Included in Document:
Self-made /questionnaire/s; self-made /interview schedule/

(LK)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00827

Small, J.S.; Wilson, T.T.R.; Stennett, Richard G.

-- **Interview Follow-Up of Graduates of, and Dropouts from, the Grade 9 Occupations Classes of 1969-70 : Focus on Non-Vocational Areas of Functioning.**

-- London : /London Board of Education/, Educational Research Services, n.d. -- 11 p.

SUBJECT

/VOCATIONAL EDUCATION/. /2-year/ /work experience/ /program/s. /Sir George Ross S.S./ and /Thames S.S./. /London/

/Graduate/s and /dropout/s. /Employment/,/attitude/s to employment, personal interests, /salary/, and /social/ /adjustment/

ABSTRACT

Type of Study:

Pilot; Comparative

Purpose:

To determine the extent to which a group of graduates and dropouts from the occupations programs were coping with life situations and thereby to provide useful information for curriculum planning aimed at helping future students avoid the same difficulties.

Sample:

20 graduates and 20 dropouts randomly selected from 1968 enrolments of Thames S.S. and Sir George Ross S.S. Interviews held with 20 graduates and 16 dropouts.

Methodology:

Students were contacted by telephone, mailed pre-interview information sheets, and interviewed in their homes. Percentages and means are tabulated.

Findings:

1. There were no appreciable differences between graduates' and dropouts' attitudes toward working.
2. Graduates were more successful than nongraduates in finding and keeping employment.
3. Graduates earned an average of $78.95 per week; dropouts earned $57.55.
4. 20% of dropouts and 10% of graduates had been on welfare.
5. 90% of the graduates and 53% of the dropouts dealt with a bank.
6. Graduates had /travel/led abroad (U.S.) more than dropouts.
7. There were few differences in /smoking/ and /drinking/ habits between the two groups.
8. Graduates (30%) joined organizations in greater numbers than dropouts (7%); both groups tended not to use local /recreational/ /activities/ and /facilities/.
9. 75% of graduates and 53% of dropouts claimed to be 'successful'; all claimed to be happy.
10. About twice as many dropouts as graduates said that they had experienced difficulty at home and with the law.

Conclusions:

Graduates were better able to cope with diversified problems of life outside school than were dropouts.

Special Features:

1. /Bibliography/ -- 3 items
2. A list of the characteristics of a typical graduate and dropout student

Tests Used in Research but not Included in Document:

Self-made /interview schedule/

Notes:

Journal article based on research: 'Life After School,' Orbit, 3(1972) 12-13

(PO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00828
Stennett, Richard G.; Small, T.R.; Wilson, W.; Wiley, W.; Gormley, W.O.
-- **Survey of Employers of Students Trained by Thames and Sir George Ross Secondary Schools.**
-- London : /London Board of Education/, Educational Research Services, 1970. -- 20 p.

SUBJECT

/VOCATIONAL EDUCATION/. /2-year/ /work experience/ /program/s. /Sir George Ross S.S./ and /Thames S.S./. /London/
/Attitude/s of /employer/s

ABSTRACT

Type of Study:
Descriptive

Purpose:
To reassess and improve both training methods and curricular content of the 2-year occupations (work experience) programs.

Sample:
66 employers (Es) who had hired graduates of the Thames S.S. and Sir George Ross S.S. 2-year occupations program. Data collected in summer 1970.

Methodology:
Self-made structured interview schedules were individually administered. Es listed specific details for each position, the skills required for each and the relative importance of the skills. Percentage tables; quotations.

Findings:
1. When considering the possibility of an extension of the work experience program to 4 years: 16% of Es foresaw the need for consultation with unions; 50% suggested careful checking with Workmen's Compensation; 70% said regular employee benefits would not apply; 37% felt production would not be hampered; and 80% would pay students, a majority indicating a likely rate of $1.00 to $1.50 per hour.
2. 94% of Es trained their employees; 66% encouraged employees to improve their educational qualifications.
3. 87% would serve on training advisory committees of junior vocational schools.
4. Thames and Ross /student/s handled their jobs: quite or very well, 30%; adequately, 21%; reasonably well, 21%; not very well, 28%. Major criticisms were immaturity, instability, and lack of versatility and self confidence.
5. 16 was the minimum age of /employability/ for 81% of positions; average starting /salary/ was $1.68 per hour; 73% of positions required 40 or fewer hours per week; 38% required shift work; 55% were open to /male/s only, 22% to /female/s only; 55% offered good advancement possibilities.
6. Oral communication and reading skills were more important than writing skills; 81% of positions required machinery skills; 22% required science training; 90% required physical endurance.
7. Most Es felt good attitudes were the most important personal qualities required, followed by vocational, then academic skills. 75% of Es did not require completion of particular grade levels.

Conclusions:
Schools might profitably emphasize the development of desirable attitudes, habits, and personal qualities even at the expense of some academic and vocational skill training.

Special Features:
/Bibliography/ -- 1 item

Tests Used in Research but not Included in Document:
Self-made /interview schedule/s

(PO)

Availability: MF $0.50. HC available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00829**

Tinsley, D.G., Stennett, Richard G.

-- **Self- and School-Related Attitudes of Two-Year Occupations Program Students in Relation to Elementary Program.**

-- London : /London Board of Education/, Educational Research Services, n.d. -- 20 p.

SUBJECT

/VOCATIONAL EDUCATION/. /2-year/ /work experience/ /program/s. /Secondary school/s. /London/ /Student/s. /Attitude/s to /school/ and /self concept/ related to attitudes and self concept in grade 8 -- Study examples: /Grade 9/

ABSTRACT

Type of Study:

Descriptive; Longitudinal

Sample:

All elementary students in regular (R), intermediate (I) (special classes), and opportunity (O) programs who were scheduled to enter the secondary occupations program. Data were collected for grade 8 in May 1970, and for the grade 9 occupations program in April 1971.

Methodology:

Scales for self concept of academic ability and attitude toward school, and the Dominion Group Test of Learning Capacity were administered. Between group comparisons were tested by independent t tests and within group comparisons by correlated t tests. Means and standard deviations are tabulated.

Findings:

1. R students scored significantly higher (mean = 89) on the Dominion Group Test of Learning Capacity than either I students (mean = 86) or O students (mean = 72).
2. In grade 8, R students were least positive on both the self concept of academic ability and the attitude toward school scales (means = 34.49 and 41.81). I students were more positive (means = 41.30 and 48.70), and O students were the most positive (means = 42.66 and 53.66).
3. In the grade 9 occupations program, R and I students developed more positive self- and school-related attitudes, while O students became more negative with respect to attitudes toward school and showed a nonsignificant positive increase on self concept.

Conclusions:

Classes which are relatively homogeneous with respect to students' academic ability and programs which match students' abilities relatively well appear to produce students who have more positive attitudes toward self and school.

Special Features:

/Bibliography/ -- 22 items

Tests Used in Research but not Included in Document:

Self concept of academic ability scale; Attitude toward school scale; /Dominion Group Test of Learnin/g Capacity (Intermediate form)

(PO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00830

Stennett, Richard G.; Isaacs, Lorna

-- **Some Facts About Class Size : London Elementary Schools, September, 1972; January, 1973; and September, 1973.**

-- London . /London Board of Education/, Educational Research Services, 1973. -- 6 p.

SUBJECT

/CLASS SIZE/. /Elementary school/s. /London/
related to /grade level/s, types of classes and /location/ of schools

ABSTRACT

Type of Study:
Descriptive

Purpose:
To describe the shifts in elementary school class size from September 1972 through January 1973 to September 1973.

Sample:
All students in /regular/ and special /class/es from junior kindergarten-grade 8. /Special class/es included opportunity, advancement, special learning, and /French/ /immersion/; regular classes included all single and split grades.

Methodology:
Data were taken from principals' school organization reports. Tables and bar graphs show means, ranges, percentages, and cumulative percentages.

Findings:
1. The number of regular K-8 classes decreased from 1,077 in September 1972 to 1,056 in January 1973 to 999 in September 1973, a decrease of 78 classes over the one year period.
2. The average size of all K-8 regular classes increased from 27.12 in September 1972 to 27.77 in January 1973 and to 28.77 in September 1973.
3. The number of special classes increased from 77 in September 1972 to 78 in January 1973, then decreased to 72 in September 1973.
4. The average size of special classes ranged from 14.10 in September 1972 to 14.24 in January 1973 to 14.11 in September 1973.
5. There were no major changes in the pattern of average regular class size from K-8 by either grade or sector.
6. In general, there was less change in the size of /kindergarten/ than those at other grade levels.

(PO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00831**

Stennett, Richard G.; Feenstra, Henry J.; Aharan, C.H.
-- **Tobacco, Alcohol and Drug Use Reported by London Secondary School Students : Preliminary Report.**
-- London : /London Board of Education/, Dept. of Psychological Services ; /Addiction Research Foundation/. 1969. -- 244 p. in various pagings.

SUBJECT

/STUDENT/S. /Secondary School/s. /London/
/Drinking/ of /alcohol/ic beverages, /smoking/ of /tobacco/ and use of /drug/s. Frequency related to /age/ and /sex/
/Attitude/s to drinking, drugs and smoking related to age and sex

ABSTRACT

Type of Study:
Descriptive

Sample:
All students in all grades of all 12 London Secondary Schools; 11,454 (99%) useable responses were received (51% from males (M), 49% from females (F)). Data collected May 1968.

Methodology:
A questionnaire with 75 items and a 5-concept semantic differential test was used to obtain data on: students' backgrounds; their use of and attitudes towards the use of tobacco (T), alcohol (A), and drugs (D); and their concepts of self, drinkers and /marijuana/ users. Frequency distributions, means, variances, and case counts were made separately for each of the 10 grade-sex groups, for each of 142 variables. The incidence of use, rate of consumption, location in which consumption occurs and students' attitudes towards the substance are described for T, A, and D. Pie and bar graphs; tables.

Findings:
1. 53% of Ms and 40% of Fs smoked T; of these, 27% of Ms and 11% of Fs were heavy smokers, average consumption being 2 and one-half packages per week.
2. A larger percentage of senior students (except in grade 13) smoked than did students in the lower grades.
3. 92% of all students believed a relationship between cancer and cigarette smoking existed; 50% of smokers said this was not reason enough to quit.
4. 73% of Ms and 63% of Fs drank A; of these, 27% of Ms and 11% of Fs drank frequently. On average, both Ms and Fs began drinking at 13-14 years of age, grade 13 students at 15-16 years.
5. Over the grades, there was a steady increase in the percentage of students who drank and, for Ms, a greater percentage who drank more, more often. On average, 3-4 drinks were consumed on about 40 occasions during the year, with drinkers getting high or drunk about once a month.
6. 63% of Ms and 77% of Fs drank in their parents' presence; 10% of M drinking took place in automobiles.
7. A majority of Ms and Fs didn't believe getting high was good for them, but 61% of Ms and 39% of Fs felt getting drunk was acceptable if no harm came to others. 10% of drinkers were concerned about their drinking behaviour; 10% of non-drinkers were embarrassed by their abstinence.
8. D use ranged from 1% for LSD through, in increasing order, goof balls, nutmeg, morning glory, pills, speed, marijuana and tranquilizers to about 10% for sniffing /glue/. Except for tranquilizers, more Ms tried D; Ms were also the heaviest users.
9. A sizeable portion of D taking consisted of single occasion use, but 20% involved use on 17 or more occasions.
10. 90% of D users reported D to be easily obtainable; 74% of Ms and 68% of Fs found the D experience pleasant.
11. Only 10-15% of students believed D taking led to greater awareness or ability to solve personal problems; less than 10% thought it a harmless source of pleasure.

Special Features:
12 separate appendices presenting the data for each of the sample schools

Tests Included in Document:
Self-made /questionnaire/

(GC)

Related Records: ON00832

Availability: MF - $0.50. HC available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00832**

Stennett, Richard G.; Aharan, C.H.

-- Tobacco, Alcohol and Drugs : Patterns of Use as Reported by High School Students. Paper presented at OERC Conference, 11th, Toronto, 1969.

-- London : /London Board of Education/ ; /Addiction Research Foundation/, n.d. -- 20 p.

SUBJECT

/STUDENT/S. /Secondary school/s. /London/

/Drinking/ of /alcohol/ic beverages, /smoking/ of /marijuana/ and /tobacco/ and use of /drug/s related to /age/, /extracurricular/ and /recreational/ /activities/, /family life/, /religion/, /self concept/ and /sex/

ABSTRACT

Type of Study:

Comparative

Sample:

All students in all grades of all 12 London High schools; responses received from 11,454 (99%). Data collected May 1968.

Methodology:

A questionnaire was administered. Reported behaviour was coded according to simple scales for each substance; consumption rates were categorized as light, moderate and heavy. Variance across code groups was analyzed for each of 93 variables; means, standard deviations, frequency distributions and the rank order of means for code groups were determined. Profiles based on under half the variables were drawn for students with use patterns categorized as: complete abstainers (A), intermediate level users (ILU), and heavy users of all three substances (HU). Tables, graphs.

Findings:

1. All 36 possible use patterns occurred, with widely varying numbers of students exhibiting each. The 4 patterns of no drug experience and either moderate or non-use of tobacco and alcohol accounted for 57% of students.
2. 13.19% were heavy users of tobacco, 13.3% were heavy users of alcohol and 6.73% were so of drugs.
3. The 2,712 students in the A group constituted the largest single use-pattern group, were among the youngest students, contained a disproportionate number of females, were 84.6% Protestant and spent more time helping at home, reading and on church-related activities.
4. The 112 ILU group students were also among the youngest students, contained the highest percentage of females and were 76.6% Protestant.
5. The 143 HU students were older, 81% male, 63.6% Protestant, and spent less time than most on helping at home, watching TV, reading, sports, and volunteer work.
6. 31.4% of A, 35.5% of ILU and 58.3% of HU students had /part-time/ /employment/.
7. 70% of A, 60% of ILU, and 41% of HU students were in a 5-year program. The greater the use of the substances, the less ambitious the educational program, the less effort devoted to schoolwork, the poorer the achievement and the less thoroughly integrated into extracurricular school activities.
8. All 3 groups had positive self ratings, but not particularly so for ILU students.
9. A students were much more likely to come from an intact family, with a mother not working outside the home; ILU students were more likely to live in an intact home, with a mother working outside the home; HU students were the least likely to come from an intact family and were almost the most likely to have a working mother or a deceased parent.
10. Students' attitudes toward the use and users of the substances were directly related to the extent to which they themselves used them.
11. The average number of non-prescription pills used per year was 64 for A, 194 for ILU, and 230 for HU.

Tests Used in Research but not Included in Document:

Self-made /questionnaire/

(GC)

Related Records: ON00831

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE ON00833

Gardner, R.C.; Kirby, Dennis M.; Smythe, Padric C.; Dumas, G.; Zelman, M.; Bramwell, John R.

-- Bicultural Excursion Programs : Their Effects on Students' Stereotypes, Attitudes and Motivation.

-- The Alberta Journal of Educational Research, 20 (September 1974) 270-77.

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Grade 8/. /London/

/Field trip/s to /Quebec City/. Effects on /attitude/s of /student/s to French /Canadian/s and French language

ABSTRACT

Type of Study:

Descriptive

Sample:

434 students enrolled in grade 8 French courses in London p[illegible]ic schools.

Methodology:

Students, their parents and organizers of the excursion met on three occasions to obtain general /orientation/, view slides, and gather information about the proposed trip. Students were administered a questionnaire before a four-day excursion to Quebec City. About a month after the trip a subsample of 211 students completed a post-trip questionnaire. The items in each questionnaire were identical in two sections dealing with the assessment of /stereotype/s and attitudes, but there were some differences in the section concerned with personal experience. Correlated t-tests were computed on seven attitudinal and /motivation/al scales.

Findings:

1. On the pre-trip questionnaire, 39% of the students expected to benefit from language experiences, 16% mentioned geographical experiences, and 39% emphasized potential cultural experiences.
2. 73% indicated that they had had an opportunity to use their French skills in Quebec City, while 25% did not.
3. 98% indicated that they would return to Quebec City if they had the opportunity.
4. About 94% of the students felt that they had benefited from the excursion, especially from the point of view of the cultural experiences.
5. 90% of the students felt that a similar trip should be organized for students next year.
6. Students' stereotypes about English Canadians, French Canadians, Quebec City, My English Course, and My French Course were not greatly affected by the excursion, though all of the stereotypes contained positive attributes.
7. Although tested a month later, the students' attitudes toward French Canadians remained significantly more favourable after the trip.
8. There was an increase in the students' motivation to learn the French language for integrative purposes.

Special Features:

/Bibliography/ -- 14 items

Tests Used in Research but not Included in Document:

Self-made /questionnaire/s

Notes:

1. The research reported in this article was done by the /London Board of Education/ Research Department.
2. Article is available on microfiche with permission of the Journal.

(LR)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE ON00834

Hardy, Madeline I.; Stennett, Richard G.; Smythe, Padric C.
-- **Auditory Segmentation and Auditory Blending in Relation to Beginning Reading.**
-- Alberta Journal of Educational Research, 19 (June 1973) 144-58.

SUBJECT

/READING SKILL/S. /Student/s. /Grades 1-2/
/Aural/ /segmentation/ and /blending/ -- Study regions: /London/

ABSTRACT

Type of Study:
Action research

Purpose:
To assess the development of skills in aural segmentation (AS) and aural blending (AB); to study their relationship as a function of grade level, type of unit and length of sequence being segmented or blended; and to relate them to other beginning reading subskills.

Sample:
81 grade 1 students (43 males and 38 females) and 45 grade 2 students (26 males and 19 females) at an /inner city/ school in London, Ontario.

Methodology:
Self-made AS and AB tests were administered to students as part of a larger study involving: the administration of tests for phoneme span, word recognition and /decoding/, visual segmentation, and /phoneme/ /grapheme/ recognition; and the collection of teachers' ratings of reading achievement. An intercorrelation matrix was computed; analyses of variance were performed. Percentages, means, standard deviations and F ratios are tabulated.

Findings:
1. In the 'words into syllables' AS subtest, observed trends were: a tendency to segment the first syllable only in the case of words of more than two syllables; difficulty in segmenting syllables of single vowel sounds occurring in the medial position in words; and the segmenting of four syllable compound words as compound words.
2. In the 'words into phonemes' AS subtest there was a trend to segment the first phoneme, then repeat the whole word. Other common errors were: including the medial vowel with the initial consonant in 3-phoneme words; segmenting only the first phoneme; dividing 4-phoneme words into two parts only; and segmenting whole words and word endings in 4-phoneme words.
3. In the 'syllable into words' AB subtest, consonant-consonant blends appeared to be easiest, followed by consonant-vowel combinations, with vowel-consonant breaks presenting the most blending difficulty.
4. In the 'phonemes to words' AB subtest, vowel digraphs and controlled vowels were the most difficult to blend.
5. Success in AS and AB varied according to the type of unit involved, with blending success less dependent upon type of unit than segmentation success.
6. Skill in AB and AS were not highly related. Ability to segment visual and auditory material into units was moderately specific.
7. Memory was a more critical factor in AB than in AS.
8. AB was more highly related to /reading achievement/ than was AS.
9. AS performance dropped as a function of increasing length of item; the decrement was less pronounced in 'sentence into words' than in 'words into syllables' or 'words into phonemes' for both grades. The decrement for grade 2 in segmentation of 'words into phonemes' was more pronounced than that for grade 1.
10. 'Sentences into words' was the easiest task for both grades, followed by 'words into syllables' and 'words into phonemes'.
11. In AB: the performance of the grade 2 sample was better than that of the grade 1; longer items were more difficult than shorter ones; and it was easier to blend 'syllables to words' than 'phonemes to words'.

Conclusions:
The findings suggest that, at the primary level, the syllable, rather than the phoneme, is the natural perceptual unit of spoken language.

Special Features:
/Bibliography/ -- 19 items

Tests Used in Research but not Included in Document:
Self-made /test/s for auditory blending, auditory segmentation, phoneme span, word recognition and decoding, visual segmentation, phoneme grapheme recognition

Notes:
1. The research reported in this article was done by the /London Board of Education/ Research Department.

2. Article is available on microfiche with permission of the journal.

(LR)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE ON00835

Hardy, Madeline I.; Smythe, Padric C.; Stennett, Richard G.; Wilson, H.R.

-- Developmental Patterns in Elemental Reading Skills : Articulation.

-- Special Education, (November-December 1972) 13-18.

SUBJECT

/READING SKILL/S. /Student/s. /Primary grade/s

/Articulation/ of /phoneme/s -- Study regions: /London/ -- Study examples: /Chelsey Ave. P.S./

ABSTRACT

Type of Study:

Methodological; Descriptive

Purpose:

To assess the articulatory ability of young school-age children in relation to the development of basic reading skills, and to create a simple articulation /test/.

Sample:

200 students in /kindergarten/ and /grades 1-3/ at Chesley Ave. P.S. in London. Data collected 1970.

Methodology:

A 20 item articulation test was constructed and administered individually. To measure developmental trends, the sample was divided into 4 chronological age groups: 65-76 months, 77- 90 months, 91-104 months, and 105-132 months. Percentage frequency distributions were calculated for each item and for each age group; part of the data for the two youngest age groups were intercorrelated and factor analyzed. Percentages and rank orders of difficulty as a function of phoneme type are tabulated.

Findings:

1. From the youngest to the oldest group, the mean percents of correct articulation of the 40 phonemes were 92%, 97%, 98%, and 99%.
2. The period of most rapid growth in articulation ability was between kindergarten and grade 1, with almost complete articulatory competence achieved by grade 3.
3. Fricatives and consonant combinations were the most difficult phonemes to articulate; plosives (except t) and the vowels and diphthongs representing letter names were the easiest.

Conclusions:

1. The rapid growth in articulation between kindergarten and grade 1 reflects both the effects of normal maturation of articulation and the grade 1 language program.
2. Since there was little variability in articulatory skill despite the wide range of reading ability in the sample, factors other than articulation must account for the variability in reading.
3. The articulation test would be unsuited for clinical purposes but would be useful as a /screening/ device for classroom teachers.

Special Features:

/Bibliography/ -- 10 items

Tests Used in Research but not Included in Document:

Self-made articulation test

Notes:

1. The research reported in this article was done by the /London Board of Education/ Research Department.
2. Article is available on microfiche with permission of the journal.

(ER)

Related Records: ON00822; ON00844; ON00845

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE **ON00836**

Hardy, Madeline I.; Stennett, Richard G.; Smythe, Padric C.

-- Word Attack : How Do They Figure Them Out?

-- Elementary English, 50 (January 1973) 99-102.

SUBJECT

/READING SKILL/S. /Student/s. /Primary grade/s
/Decoding/ and /word recognition/ -- Study regions: /London/ -- Study examples: /Broughdale P.S./

ABSTRACT

Type of Study:
Descriptive

Purpose:
To examine word attack processes in the development of word identification skills.

Sample:
19 students in grades 1-2 at Broughdale P.S. in London.

Methodology:
A test consisting of nonsense words designed around three main word analysis skills was devised and administered. The skills were: comparison to a known word; structural analysis (compound words, little words in big, and root word, prefix, suffix and inflectional ending); and /phonic/ analysis and phonic generalizations. Students were asked how they figured out the sound of the word; their explanations were tape recorded.

Findings:
1. Students were able to describe the process they were using to attack unfamiliar words.
2. Successful students employed a consistent search for familiar words or word parts and in addition were successful at manipulating parts of words.
3. The process of attack was related to the method by which students had learned to recognize words.
4. In the comparison to known words subtest, the most popular technique was sound or letter substitution.
5. Students were able to recognize and blend the two real words in the compound nonsense words.
6. Most students were able to adopt the strategy of identifying a little word in the nonsense word.
7. Students found it easier to identify the real root words than those made up of consonant- vowel-consonant combinations.
8. In attempting to decode phonics items, students tended more toward the strategies of comparison to known words and sound manipulation than toward phonic analysis.

Conclusions:
1. Attempts to improve word attack skills should be directed toward helping students achieve facility in manipulating word parts by acquiring strong auditory and visual concepts of each of the parts and the ability to perform several operations with them.
2. Basic operations appear to be identification, segmentation, decoding, and blending of word parts, with other useful procedures being deletion, addition, substitution, and rearrangement of word parts.

Special Features:
/Bibliography/ -- 5 items

Tests Used in Research but not Included in Document:
Battery of self-made tests

Notes:
1. The research reported in this article was done by the /London Board of Education/ Research Department.
2. Article is available on microfiche with permission of the journal.

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE **ON00837**

Smythe, Padric C.; Stennett, Richard G.; Feenstra, Henry J.

-- Attitude, Aptitude, and Type of Instructional Programme in Second Language Acquisition.

-- Canadian Journal of Behavioural Science, 4 (1972) 307-21.

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Secondary school/s
/Audiolingual/ methods and regular /teaching method/s. Effects on /academic/ /ability/, /academic achievement/, /language ability/ and /motivation/ of /English speaking/ /student/s -- Study regions: /London/

ABSTRACT

Type of Study:

Comparative

Purpose:

To compare the pattern of relationships among various indices of attitude, aptitude, and second language achievement obtained by students enrolled in traditionally-oriented (TR) and audio- lingual (AL) French courses.

Sample:

TR sample: 35 males and 43 females. AL sample: 45 males and 48 females. Both samples were selected from larger groups on the basis of 5 criteria. Data on the TR group were collected in 1966-67; data on the AL group were collected in 1969-70.

Methodology:

The 31 variables selected for study were grouped around: the criteria upon which the two samples were selected; academic achievement in both elementary and secondary schools; study habits; attitudes towards second language groups and study; and written and oral French performance. Standardized, adapted, and self-made tests were administered in parallel test sessions from October to May during the two academic years. Mean scores, Pearson correlation coefficients and eigenvalues were calculated; factor analyses and t tests were performed. Means, standard deviations and t values are tabulated.

Findings:

1. The TR and AL groups did not differ in terms of any of the 7 variables used to create matched samples, but the TR group had better grade averages in both grammar and literature in elementary school English; had a more favourable attitude towards French speaking people; had a greater desire to learn French; were relatively more instrumental in their orientation towards the study of French; and were superior in standardized tests of French vocabulary and French comprehension.
2. The AL group tended to be more integrative in their orientation, that is , to be more like valued members of the French community, and were superior in the two /oral/ French production tasks.
3. For the TR group, the factors on which the various variables loaded appreciably were: language achievement, English knowledge; language achievement, general aptitude; motivation to learn French; and authoritarianism.
4. For the AL group, the factors on which the various variables loaded appreciably were: general language achievement; motivation to learn French; authoritarianism; and general studentship.

Conclusions:

1. The two programs resulted in the development of different patterns of skill achievement, but the major relationships among the measures of aptitude, attitude, and achievement were similar for both groups.
2. The findings support the contention of earlier studies that the integrative motive relates primarily to oral language skills.

Special Features:

/Bibliography/ -- 23 items

Tests Used in Research but not Included in Document:

/California F-scale/; Canadian /Achievement Test in French/; /Dominion Intelligence Test/; /Modern Language Aptitude Test/; Orientation Index; /Survey of Study Habits and Att/itudes; self-made tests and adapted scales for French attitude, anomie, ethnocentrism, cultural allegience, desire to learn French, motivational intensity, attitudes toward learning any foreign language, and perceived parental encouragement to learn French

Notes:

1. The research reported in this article was done by /London Board of Education/ Research Dept.
2. Article is available on microfiche with permission of the journal.

(LR)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE ON00838

Smythe, Padric C.; Stennett, Richard G.

-- **Elementary Education for the Gifted Students : A Review of Research and Current Trends.**

-- Special Education, (January 1973) 19-24.

SUBJECT

/GIFTED/ /STUDENT/S. /Elementary school/s
/Screening/ and /program/s

ANNOTATION

The article briefly describes the significant issues involved in designing a program for the gifted. Discussed are: defining giftedness, identifying gifted children, distinguishing the gifted from the average or normal student, formulating the goals and objectives of an educational program for the gifted, and determining how best to achieve the desired educational outcomes. Also briefly described are variations in the alternative programs used in the education of the gifted, broadly categorized as /acceleration/, /enrichment/ and special /grouping/ programs. The results of an evaluation of various U.S. programs are outlined, and problems of research design and instrumentation are noted. Included is a 14-item /bibliography/.

Notes:

1. The research reported in this article was done by the /London Board of Education/ Research Department.
2. Article is available on microfiche with permission of the journal.

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE **ON00839**

Stennett, Richard G.
-- **Chances Are He Won't Grow Out of It.**
-- G.P. 35 (May 1967) 78-84.

SUBJECT

/EMOTIONAL/ /PROBLEM/S. /Student/s. /Elementary school/s
related to /academic achievement/
Improvement

ANNOTATION

The article discusses emotional handicaps as they appear in the elementary school years. Bower's definition of an /emotionally disturbed/ child is presented as the most useful definition, and one of the more common syndromes - the /underachievement/ syndrome - is discussed as to its symptoms, psychodynamics and incidence in the elementary school years. The time course of an emotional handicap is discussed along with the implications supporting the contention that in many children emotional handicap must be regarded as a disease and not as a phase that will be outgrown. The role of the family /physician/ in dealing with the disorder is outlined. Figures and graphs show the antecedents, dynamics, and symptoms of the underachiever syndrome, the incidence of emotional handicap as reported by various authors, and the academic progress of emotionally handicapped and normal children.

Notes:

1. The research reported in this article was done by the /London Board of Education/ Research Department.
2. Article is available on microfiche with permission of the journal.

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE **ON00840**

Stennett, Richard G.; Smythe, Padric C.; Hardy, Madeline I.

-- Visual Perception of Word Chunks and Beginning Reading.

-- Canadian Journal of Behavioural Science, 5 (1973) 280-289.

SUBJECT

/READING SKILL/S. /Student/s. /Primary grade/s

Visual segmentation related to other reading skills and /oral/ /reading achievement/ -- Study regions: /London/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To determine how young students identify word chunks and how that ability may be related to other reading subskills and oral reading achievement.

Sample:

81 /grade 1/ and 45 /grade 2/ students in an /inner city/ school in London, Ontario.

Methodology:

Self-made instruments to test visual segmentation or chunking, phonic blending, sight vocabulary, letter naming, and phoneme-grapheme recognition were administered individually to the students with the help of a tape recorder and a Carousel projector. Near the end of the school year, the teachers were asked to assign a grade equivalent score in absolute terms for each of their students on oral reading achievement. Analysis of variance, Chi-square tests and the calculation of correlation coefficients were undertaken. Means, percentages, correlations and standard deviations are tabulated.

Findings:

1. In the case of digraphs, students responded more frequently and with greater accuracy to chunks located in the initial and final, as opposed to middle, positions. With trigraphs, students scored best in the initial and second of the two middle positions.
2. Students were able to identify digraphs more successfully than trigraphs.
3. There was a pronounced growth in the students' capacity to identify chunks as a function of age and-or instruction in reading.
4. When unable to identify a frequently occurring trigraph, students tended to be drawn toward CVC patterns.
5. In identifying those chunks that occur with the highest frequency, the performance of the grade 2 students was superior to that of the grade 1 students.
6. Among the grade 1 students the pattern of success in identifying commonly occurring digraphs did not appear to vary with the type of unit.
7. Visual segmentation skill: correlated modestly with mastery and subskill tests and with teachers' ratings; correlated weakly with /age/; and correlated with /sex/ in the direction of better performance by females, but not significantly so.
8. The frequency with which digraphs and trigraphs appeared in the students' readers was unrelated to their skill in identifying them.

Conclusions:

Apparently, skill in identifying chunks reflects the development of skill in reading rather than general /maturation/.

Special Features:

/Bibliography/ -- 17 items

Notes:

1. The research reported in this article was done by the /London Board of Education/ Research Department.
2. Article is available on microfiche with permission of the journal.

(LR)

Availability: MF - $0.50 , HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE **ON00841**

Smythe, Pedric C.; Stennett, Richard G.; Gardner, R.C.

-- The Best Age for Foreign-Language Training : Issues, Opinions and Facts.

-- Canadian Modern Language Review, 32 (October 1975) 10-23.

SUBJECT

/STUDENT/S. Schools
  /Learning/ of /second language/ related to optimum /age/
SECOND LANGUAGE. /Curriculum/ subjects. Schools
  /Teaching method/s

ANNOTATION

The article examines evidence for and against the assertion that there is an optimum or critical age for second language acquisition. The themes recurring in the stated aims and projected benefits of various North American programs are reviewed, as are studies suggesting /physiological/, /motivation/al, and length of time advantages for the young learner. Also discussed are: the use of first language learning patterns as a model for second language learning; and the use of the naturalistic, motivationally-supportive environment model for second language learning in structured, formalized classroom settings. The implications of the /research review/ are outlined and recommendations are made. Included is a /bibliography/ of 64 items.

Notes:

1. The research report in this article was done by the /London Board of Education/ Research Department.
2. Article is available on microfiche with permission of the journal.

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE ON00842

Stennett, Richard G.

-- Control in Educational Programming : Concept, Vehicle, Case in Point.

-- The Elementary School Journal, 67 (March 1967) 317-322.

SUBJECT

/ELEMENTARY SCHOOL/S

/Administration/ and /curriculum development/. Use of /student/ /record/s

ANNOTATION

Four sources of difficulty in educational programming are outlined and are used as a premise for developing the concept of control: the lack of operational definitions of the skills required of graduating students; the lack of consistently focused /measurement/ of /characteristic/s, /skill/s and /attitude/s of graduating students and a lack of follow-up data; inadequate procedures for recording student information; and the lack of an individual or department in the school system with well-defined responsibilities for preparing facts and figures necessary for sound administrative decisions on programming. The concept of control as applied to educational programming is described as a context in which solutions to the problems can be sought; the three main stages in the development of control are detailed. A standardized form for recording easily accessible data is described as a vehicle for control and an example of the concept is illustrated by a procedure set up to reduce the number of elementary school students who were showing a pattern of chronically poor attendance.

Notes:

The research reported in this article was done by the /London Board of Education/ Research Department.

(ER)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE **ON00843**

Smythe, Padric C.; Stennett, Richard G.

-- **Centralized Versus Decentralized Classes for Trainable Mental Retardates : An Unsuccessful Search of the Research Literature.**

-- Special Education, (March-April 1972) 12-15.

SUBJECT

/TRAINABLE/ /MENTALLY HANDICAPPED//Student/s

Effects of /integrated/ /school/s compared with /special school/s

ABSTRACT

Type of Study:

Research review

Purpose:

To review relevant research regarding the relative advantages and disadvantages of special schools as compared with special classes in regular schools for trainable mental retardates.

Metho[illegible]ogy:

An attempt was made to locate relevant material in educational and psychological journals, abstracts, and books under various headings.

Findings:

1. Existing information dealing with the problem consisted mainly of unsupported opinion or descriptions of current practices, with no evidence of research directed at its solution.
2. Arguments in favour of centralized facilities in special schools included: better /equipment/, greater flexibility and /staff/ utilization, instructional /grouping/, lower per student /cost/s, feeling of belongingness and school spirit and the wealth of interpersonal relationships for students and teachers. Arguments for decentralization included: better /student-teacher/ /relationship/ with only one teacher per class, the lack of transportation problems and the stigma attached to special schools. No argument was substantiated by research data.
3. The only 2 points unopposed were that large multi-unit centralized schools would be better equipped but would produce /transportation/ problems.

Conclusions:

Based on the findings it is impossible to make a decision about the relative merits of each system with respect to their efficiency in achieving the goals of education programs for trainable mentally retarded students.

Special Features:

/Bibliography/ -- 6 items

Notes:

1. The research reported in this article was done by the /London Board of Education/ Research Department.
2. Article is available on microfiche with permission of journal.

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE **ON00844**

Smythe, Padric C.; Hardy, Madeline I.; Stennett, Richard G.; Wilson, H.R.

-- Developmental Patterns in Elemental Reading Skills : Phoneme Discrimination.

-- The Alberta Journal of Educational Research, 18 (March 1972) 59-67

SUBJECT

/READING SKILL/S. /Student/s. /Elementary school/s

/Aural/ /discrimination/ of /phoneme/s. /Test/s -- Study regions: /London/ -- Study examples: /Emily Carr P.S./ -- Study examples: /Grades 1-4/

ABSTRACT

Type of Study:

Methodological

Purpose:

To construct a test of auditory discrimination using the 42 simplest sound elements in the English language, the 'pure' phonemes.

Sample:

28 grade 1, 28 grade 2, 27 grade 3, and 21 grade 4 students at Emily Carr P.S. in London. Data collected 1970.

Methodology:

1,291 paired comparisons were used to create 22 phoneme discrimination subtests. The tests were taped and played to students in a language lab; answers were recorded on a separate sheet. Using analyses of variance, student performance was compared as a function of grade level and as a function of phoneme pair type. Errors made on the target pairs by all students were factor analyzed using the varimax method. Tables show mean percentages, frequencies, standard deviations and loadings for 5 factors.

Findings:

1. Overall test performance was extremely high at all grade levels and a developmental trend was indicated.
2. The test was simpler than most auditory discrimination tests but performance on each pairwise comparison was also influenced by minimal memory requirements imposed by temporal sequencing.
3. Few phoneme pairs contributed to test difficulty; difficult pairs were made up of consonants which were similar in place of articulation.

Conclusions:

1. Considering the sample's range of /reading ability/, the range of auditory discrimination ability was surprisingly narrow. By the time students complete grade 1, they experience very few phoneme discrimination difficulties at the level of the 'pure' phoneme.
2. The measurement of ability in phoneme discrimination should begin prior to the end of grade 1. There is a need for a simple and short test for use with young children.

Special Features:

/Bibliography/ -- 7 items

Tests Used in Research but not Included in Document:

/Auditory discrimination subtest/s

Notes:

1. The research reported in this article was done by the /London Board of Education/Research Department.
2. Article is available on microfiche with permission of journal.

(ER)

Related Records: ON00822; ON00835; ON00845

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE **ON00845**

Hardy, Madeline I.; Smythe, Fedric C.; Stennett, Richard G.

-- **Developmental Patterns in Elemental Reading Skills : Phoneme-Grapheme and Grapheme-Phoneme Correspondences.**

-- Journal of Educational Psychology, 63 (1972) 433-436.

SUBJECT

/READING SKILL/S. /Student/s. /Primary grade/s
/Phoneme/ /grapheme/ /correspondence/. /Test/s -- Study regions: /London/ -- Study examples: /Chelsey Ave. P.S./

ABSTRACT

Type of Study:
Methodological; Descriptive

Purpose:
To assess the development of the mastery of phoneme-grapheme (PG) and grapheme-phoneme (GP) correspondence in young school age children and to evaluate two tests.

Sample:
149 students in grades 1-3 at Chesley Ave. P.S. in London. Data collected 1970.

Methodology:
The 2 tests were administered individually to grade 1 students while a group form of the test was given to grades 2-3 students. Developmental trends were measured by dividing the students into three chronological age groups: 77-90 months (I), 91-104 months (II), 105-132 months (III). The percentages of students responding correctly to each item in both tests were calculated; intercorrelations of all items were calculated and the resulting correlation matrix was factored. Tables.

Findings:
1. Tests scores at all levels for PG associations tended to be higher than for the corresponding GP associations.
2. Mean percentages correct for PG associations were 88, 97, and 98 for age groups I, II, and III respectively.
3. Mean percentage correct for GP association were 79, 83, and 88 for age groups I, II, and III respectively.
4. The most difficult PG associations were short vowel sounds; difficult GP associations were short vowels, consonants with more than one sound (c, g, and s) and the consonant x.
5. The easiest associations were common to both tasks, e.g., long vowel sounds, consonants associated with only one sound and the short 'a' sound.
6. The associations represented by GP and PG test performance were not completely symmetrical.

Special Features:
/Bibliography/ -- 7 items

Tests Used in Research but not Included in Document:
/Phoneme-grapheme Association/; /Grapheme-phoneme Association/

Notes:
1. The research reported in this article was done by the /London Board of Education/ Research Department.
2. Article is available on microfiche with permission of the journal.

(ER)

Related Records: ON00822; ON00835; ON00844

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE ON00846

Stennett, Richard G.; Smythe, Padric C.; Hardy, Madeline I.; Wilson, H.R.

-- **Developmental Trends in Letter Printing Skill.**

-- Perceptual and Motor Skills, 34 (1972) 183-186.

SUBJECT

/MANUSCRIPT WRITING/. /Student/s. /Primary grade/s

/Printing/ of upper and lower case letters -- Study regions: /London/ -- Study examples: /Chelsey Ave. P.S./

ABSTRACT

Type of Study:

Descriptive

Purpose:

To assess the development of student ability to print recognizable upper and lower case letters.

Sample:

200 students in kindergarten and grades 1-3 at Chesley Ave. P.S. in London. Data collected 1970.

Methodology:

Printing tests were administered in four sections of thirteen letters to each kindergarten and in a single session in grades 1-3. Scoring was based on whether the letter was easily identifiable without knowing the stimulus letter. The percentages of students able to make an acceptable copy of each letter were calculated for each test and for 4 chronological age groups; separate intercorrelation matrices were calculated for the 26 upper and 26 lower case letters for the youngest two age groups. Items loading significantly on each factor for both the upper and lower case letters are tabulated.

Findings:

1. Students were still having difficulty copying lower case /letter/s at the end of grade 3.
2. Students mastered upper case letters by the end of grade 2.
3. Students tended to have less difficulty copying lower case letters which were relatively simple (o,l,c,s) but had difficulty with letters requiring more than one stroke and more delicate visuomotor control (r,u,h,t).
4. Upper case letters O,E,H, and I were easiest; D,Z,G and N were more difficult.
5. No clear cut pattern emerged from the factorial analyses.

Special Features:

/Bibliography/ -- 1 item

Tests Used in Research but not Included in Document:

Self-made printing tests

Notes:

The research reported in this article was done by the /London Board of Education/ Research Department.

(ER)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE **ON00847**

Stennett, Richard G.; Cram, D.M.; Gibson, Dorothy; Dukacz, Kathryn

-- Exploring the Possibilities of Computerized Student Health Records.

-- The Journal of School Health, (February 1971) 59-64.

SUBJECT

/RECORD/S. /Health/. /Student/s. Schools. /London/
Applications of /computer/s

ANNOTATION

The article describes a pilot project undertaken to explore the possibilities of a computer- based health record system in London, Ontario. Ten limitations of the traditional student health record system are presented in detail, as are the seven premises underlying the development of the computerized system. The content and character storage requirements of the computerized records are presented, with an illustration of a computer-printed working and update record of the pilot student tape file; the rationale for the record's content is outlined. The time and computer requirements for processing are given, along with examples of the systems applications, special features, advantages and significant by-products. Research and development opportunities are also presented. Included is a 2-item /bibliography/.

Notes:

1. The research reported in this article was done by the /London Board of Education/ Research Department.
2. Article is available on microfiche with permission of the journal.

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE **ON00848**

Stennett, Richard G.; Feenstra, Henry J.

-- Late Bloomers : Fact or Fancy.

-- Journal of Educational Research, 63 (April 1970) 344-346.

SUBJECT

/UNDERACHIEVER/S. Schools

/Late bloomer/s. /Age/ at starting school, IQ, /psychological/ /adjustment/, /sex/ and /socioeconomic/ /status/ -- Study regions: /London/ -- Comparisons with other /student/s

ABSTRACT

Type of Study:

Comparative

Purpose:

To clarify the concept of the /late bloomer/, to identify the extent to which it exists and to determine how late bloomers differ from the general student population.

Sample:

348 general course students who enrolled in grade 9 in September 1959, who remained in the general course through secondary school and for whom average marks were available from grades 4- 12.

Methodology:

A late bloomer was defined as a student who shows a significant upward shift in average marks relative to his peers and who subsequently maintains that position; a statistical profile was developed. The standard score equivalent for each student's average mark was computed and examined according to the statistical definition of a late bloomer. Descriptive data and means and standard deviations by grade are tabulated for identified students.

Findings:

1. 9 students (2.6%) satisfied the statistical definition; their average increase as they established a new level of achievement was 9.8 marks.
2. The dramatic shift in /achievement/ was made at the /elementary school/ level.
3. Late bloomers did not differ from other students in the general course with respect to sex, socioeconomic status, intelligence test scores, or age at which they started school.
4. Upward shifts in achievement did not coincide with improved school /attendance/ or recovery from illness.
5. Five of the late bloomers had mild to moderate problems of personality adjustment which were in the process of being resolved at the time they improved in achievement.
6. Had average marks rather than standard scores been used, none of the students would have been identified.

Conclusions:

The 'late bloomer' pattern of achievement exists in a small percentage of cases, may result from students resolving personality adjustment problems, and probably need not be a major consideration in overall curriculum, program, or administrative planning.

Notes:

The research reported in this article was done by the /London Board of Education/ Research Department.

(ER)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE **ON00849**

Stennett, Richard G.; Smythe, Padric C.; Hardy, Madeline I.

-- **Language Background, Guessing, Mastery, and Type of Error in Beginning Reading.**

-- The Alberta Journal of Educational Research, 18 (September 1972) 180-189.

SUBJECT

/READING ACHIEVEMENT/. /Student/s. /Primary grade/s
related to /learning/ /characteristic/s and /socioeconomic/ /status/ -- Study regions: /London/. /Inner city/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To test hypothesized links in a causal sequence relating socioeconomic status to reading achievement.

Sample:
81 /grade 1/ and 45 /grade 2/ students in an inner city school in London. Data collected 1971.

Methodology:
Students were given tests of allographs, word recognition and decoding, visual segmentation, visual template, phoneme-grapheme recognition, letter naming and auditory blending. Teachers' ratings of oral reading achievement and information on socioeconomic status (SES), types of reading errors and guessing ratios were collected. Intercorrelation matrices were calculated for guessing ratios and 10 reading subtest or achievement measures. Students were grouped by their success in decoding words, guessing ratios for word recognition and SES. Analyses of variance were performed. Intercorrelations, means, percentages, and F ratios are tabulated.

Findings:
1. The subtests correlated moderately with teachers' ratings of reading achievement and with each other.
2. A positive correlation existed between guessing ratios and non-graphically constrained errors, indicating that reflective students make proportionally fewer such errors.
3. The development of reading mastery at the primary level was clearly associated with the use of a reflective cognitive style.
4. Reflective students (low guessing ratios) tended to make a higher percentage of graphically- constrained decoding errors and a smaller percentage of non-graphically constrained errors.
5. Cognitive style was significantly related to both the degree of reading skill developed by beginning readers and the kinds of errors they made.
6. Low SES students were less reflective and developed less reading mastery, but these relationships were not statistically significant.

Conclusions:
1. Guessing ratios derived from a variety of reading skill tests can predict the kind of /decoding/ errors students will tend to make.
2. The results reinforce Kagan's postulate of reflection-impulsivity as a dimension of cognitive style influencing performance on a wide variety of reading-like tasks.
3. The findings call into question methods of beginning reading instruction which either encourage guessing or do not encourage detailed word examination, and suggest the need for examining the interaction between /teaching method/s and learning characteristics.

Special Features:
1. /Bibliography/ -- 11 items
2. /Literature review/

Tests Used in Research but not Included in Document:
Battery of self-made and standardized tests, teacher ratings

Notes:
1. The research reported in this article was done by the /London Board of Education/ Research Department.
2. Article is available on microfiche with permission of the journal.

(ER)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE **ON00850**

Stennett, Richard G.; Smythe, Padric C.; Hardy, Madeline I.; Wilson, H.R.

-- A Method for Analyzing the Grapheme-Phoneme Structure of Primary Reading Texts : Preliminary Findings.

-- Journal of Reading Behaviour, 2 (Fall 1970) 265-280.

SUBJECT

/TEXTBOOK/S. /Reading/. /Curriculum/ subjects. /Primary grade/s
/Evaluation/ by analyses of /phoneme/ /grapheme/ structures -- Study regions: /London/ -- Study examples: /Canadian Reading Series/ and /Language Patterns/

ABSTRACT

Type of Study:

Methodological; Comparative

Purpose:

To develop and test methods for assessing sequentially the reading subskill demands of any existing reading series.

Methodology:

All five books of the Canadian Reading Series-Primary (CRS) (Copp Clark, 1960) and all seven books of 'Language Patterns' series (LPS) (Holt, Rinehart, and Winston, 1967) were selected for study. Analyses were undertaken of the first 500 words of the texts; the first 5,000 words sampled from grade 1 texts, including all the preprimers; the first 1,800 words sampled from the grade 2 texts; and the first 1,800 words sampled from the grade 3 texts. Steps in the analyses are detailed. Tables; graphs.

Findings:

1. The LPS used more and slightly longer types of words and added them at a faster rate; in the first 500 words, 111 types were used compared to 37 in the CRS.
2. The LPS had a more varied /vocabulary/, but initially used fewer letters and phonemes to create the words. The LPS also managed at the beginning of the series to maintain a higher degree of grapheme-phoneme consistency with the letters used in both initial and final position in the words, and was more phonemically consistent.
3. The CRS was geared more towards /teaching method/s emphasizing /word recognition/.

Conclusions:

1. The methods provide some assistance to educators since knowing the detailed structure of texts provides a more sophisticated basis for selecting a reading series.
2. The methods are limited since the analyses of graphemes were limited to individual letters, the analyses of phoneme-grapheme consistency were limited to the beginning and ending of words and the analyses did not assess format, interest values or the appropriateness of vocabulary.

Special Features:

/Bibliography/ -- 3 items

Notes:

The research reported in this article was done by the /London Board of Education/ Research Department.

(ER)

Availability: MF not available at time of printing ; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE **ON00851**

Stennett, Richard G.; Smythe, Padric C.; Pinkney, June; Fairbairn, Ada

-- **The Relationship of Eyemovement Measures to Psychomotor Skills and Other Elemental Skills Involved in Learning to Read.**

-- Journal of Reading Behaviour, 5 (Winter 1972-73) 1-13.

SUBJECT

/STUDENT/S. /Elementary school/s

/Eye/ /movement/s related to /psychomotor/ /skill/s and /reading achievement/ -- Study regions: /London/ -- Study examples: /Grades 1-4/

ABSTRACT

Type of Study:

Action Research

Sample:

I and II: 82 students, aged from 69 to 122 months, enrolled in grades 1 to 4 of an /inner city/ school. III: 20 males and 21 females enrolled in grades 1 and 2.

Methodology:

In I, eyemovement photography was done using standard procedures with the help of the EDL Reading Eye, Model II. The stimulus material consisted of rows of digits, 19 digits on one card and 25 on another. For data analysis, students were divided into 3 age groups. In II, three other measures of motor skill were made in addition to the eyemovement measures: copying all upper- and lower-case primary-print letters; cancelling, without skipping, target figures presented in simulated reading sequence; and marking target figures without regard to any particular sequence. III utilized available data on /age/, /sex/, eyemovement and other motor measures, teacher ratings of proficiency in oral reading, and nine subskills involved in learning to read. Analyses of variance and t-tests were undertaken; F-ratios, eigenvalues, and correlation coefficients were calculated. Tables.

Findings:

1. When a set for speed was introduced in I, the students' performance improved and became less varied in the number of forward fixations, the number of reversals, and the average duration of fixation, indicating that a different aspect of eyemovement behaviour was being measured during the speeded condition.
2. Except for the average duration of fixations, there were no improvements related to age.
3. Although most of the motor measures in II intercorrelated significantly, if only moderately, they did not correlate significantly with eyemovement measures, except average duration of fixations.
4. Only 2 of the 66 correlations between the various motor and eyemovement measures and the reading subskill tests involving /aural/ skills were significant.
5. Except for the cancelling task, the eyemovement and motor measures were not significantly related to either teacher ratings of overall reading achievement or measures of the specific subskills underlying reading.

Conclusions:

1. Introducing a set for speed during eyemovement measurement yields results which more closely approximate a student's simple oculomotor skill or capacity.
2. A student entering grade 1 has already developed to a considerable degree the simple oculomotor skill of successively fixating a series of objects in a left to right sequence.
3. The major variability in the mastery of reading is apparently related most highly to perceptual and cognitive, rather than motor factors.

Special Features:

/Bibliography/ -- 12 items.

Notes:

1. The research reported in this article was done by the /London Board of Education/ Research Department.
2. Article is available on microfiche with permission of the journal.

(LR)

Availability: MF - not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE **ON00852**
Stennett, Richard G.
-- **The Relationship of Sex and Socioeconomic Status to IQ Change.**
-- Psychology in the Schools, 6 (October 1969) 385-90.

SUBJECT

/IQ/. /Student/s. Schools
/Change/ related to /sex/ and /socioeconomic/ /status/ -- Study regions: /London/

ABSTRACT

Type of Study:
Descriptive

Sample:
882 (418 males and 464 females) of the 3,221 students enrolled in /grade 9/ in a London, Ontario high school for the first time in 1965.

Methodology:
For each student, data were collected on sex, socioeconomic status (SES), and IQ scores on the Pintner-Cunningham Test given in either kindergarten or grade 1, the Otis Quick-Scoring Test given in grade 3, and the Dominion-Intermediate Tests given in grades 7 and 9. An analysis of variance was undertaken and z-score equivalents, means and standard deviations were calculated. Tables, graph.

Findings:
1. Regardless of the time interval between tests, there was a significant difference between the sexes in the magnitude of the IQ change.
2. Males tended to improve their relative position more than females did; the size of this effect varied inversely with the time interval between tests.
3. With the exception of the shortest time interval (kindergarten to grade 3), lower SES students as a group tended to drop in their relative position, upper SES students to rise.
4. For high SES males, the magnitude of the upward shift in relative position in the group tended to vary directly with the interval of time between tests. The opposite relationship held for lower SES males.
5. For high SES females, the magnitude of the shift downward tended to be inversely related to the length of time between tests. For lower SES females the shift downward was unrelated to the time interval between tests.
6. The greatest difference in direction and magnitude of change in relative position in the group, independent of time interval, was between high SES males and low SES females. The high SES males improved their position most, the low SES females dropped most.

Conclusions:
Children do exhibit systematic changes in IQ scores over time as a function of both sex and SES, most change occurring in the early elementary school years.

Special Features:
1. /Bibliography/ -- 6 items
2. /Literature review/

Tests Used in Research but not Included in Document:
/Dominion Group Test of Learnin/g Capacity; /Otis Quick-Scoring Mental Abil/ity Tests; /Pintner- Cunningham/ Primary Test

Notes:
1. The research reported in this article was done by the /London Board of Education/ Research Department
2. Article is available on microfiche with permission of the journal.

(LR)

Availability: MF - $0.50: HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE ON00853

Stennett, Richard G.; Cram, D.M.

-- **Cross-Sectional, Percentile Height and Weight Norms for a Representative Sample of Urban, School-Aged, Ontario Children.**

-- Canadian Journal of Public Health, 60 (December 1969) 465-70.

SUBJECT

/PHYSICAL/ /CHARACTERISTIC/S. /Student/s. Schools
/Height/ and /weight/. Norms related to /age/ and /sex/ -- Study regions: /London/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To develop height and weight norms in percentiles for a cross-section of /urban/, school-aged /Ontario/ children.

Sample:
All students in kindergarten (K) to grade 9 in all public, elementary schools in London; students in grades 10 to 13 of 5 representative, publicly-supported secondary schools. Data collected between September, 1967 and January, 1969.

Methodology:
All available measurements for all available students within the age range 59 to 217 months inclusive were used in preparing the norms. For males there were 16,371 measures of height and 16,350 for weight; for the females there were 16,027 measures of height and 15,394 for weight. The data for the K-9 students were extracted from their most recent health records; measurements for the grades 10-13 students were taken by trained volunteers working under the direct supervision of school nurses. The height and weight measures were grouped, separately by sex, into three-month age intervals. Cumulative frequency distributions and percentiles were calculated for each sex-age-height and sex-age-weight grouping. Tables show: median heights and weights by sex for ages 6 to 18 as reported by U.S., Canadian and British authors in 1934, 1939, 1963, 1965, and 1969; and increases for Ontario children from 1923 to 1939 and 1939 to 1969. Percentile graphs.

Findings:
1. U.S. medians for height and weight for both sexes were consistently the greatest.
2. Height figures for Canadian males were usually greater than or equal to the British figures.
3. Median heights for Canadian females tended to be very slightly greater than those for British females up to age 13, after which the figures for British females were slightly greater.
4. The figures for weight for Canadian males were generally greater than those for British males; the relationship was reversed for the females.

Conclusions:
1. There have been significant increases in the median heights and weights of North American students during the past 30 years.
2. While the heights and weights of Ontario students continue to increase, some diminution in the rate of increase is probable.

Special Features:
/Bibliography/ -- 12 items

Notes:
Percentile charts and tables obtainable from Mead Johnson Laboratories, Toronto.
The research reported in this article was done by the /London Board of Education/ Research Department.

(LR)

Availability: MF not available at time of printing ; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

JOURNAL ARTICLE **ON00854**

Stennett, Richard G.; Smythe, Padric C.; Hardy, Madeline I.

– Hierarchical Organization of Reading Subskills : Statistical Approaches.

-- Journal of Reading Behaviour, 7 (1975) 223-28.

SUBJECT

/READING SKILL/S

Hierarchical organization. Applications of /statistical analysis/

ANNOTATION

The article describes and evaluates various statistical techniques useful in organizing the essential subskills of reading in hierarchical fashion. The methodological approaches included are: step-wise multiple regression; factor analysis; cluster analyses of tests and subjects; scaling methods; analysis of variance (ANOVA); and transfer designs. Included is a /bibliography/ of 14 items.

Notes:

The research reported in this article was done by the /London Board of Education/ Research Department.

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00855**

Codling, David; Tilroe, Robert Dunning

-- A Comparison and Analysis of Data Pertaining to Video Cassette Equipment as of January 1971.

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1971. -- 16 p.

SUBJECT

/VIDEO CASSETTE/ SYSTEMS
  Evaluation

ANNOTATION

The report compares the major features of video cassette machines, particularly their portability, economy and simplicity. Two major systems are compared: playback-only equipment and playback and record equipment, with their roles, advantages, and features explained in detail. The playback-only equipment detailed include: CBS's Electronic Video Recording (EVR); RCA Selectavision; Vidicord, Norde Mende, Sylvania, and Comspace systems; and the AEG- Telefunken-Decca Teledec Videodisk. The seven /recorder/ and playback groups described are: Ampex Instavision; Avco Cartrivision; Sony Video Cassette; Panasonic; Phillips VCR; Arvin Industries CVR XII; and Rank VT 100. The relative /cost/s of the machines and their associated cartridges are presented. Appendices include articles from various sources describing aspects of cassette use. A 15-item /bibliography/ is also included.

(ER)

Related Records: ON00862

Availability: MF - $0.50; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00856**

Tilroe, Robert Dunning
InfoResults, Ltd.
-- Characteristics of the Non-Urban Audience in the Channel 19 Coverage Area.
-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1971. -- 62 p. in various pagings.

SUBJECT

/RURAL/ /AUDIENCE/S. /ETV/. /Ontario/
Personal and /socioeconomic/ /characteristic/s

ABSTRACT

Type of Study:
Comparative

Purpose:
To provide background information about the non-urban residents of the channel 19 coverage area in order to develop programs of interest to non-urban viewers.

Sample:
The non-urban population in selected townships of Lincoln, Wentworth, Halton, Peel, York, and Ontario Counties. Data collected in 1961 and 1966.

Methodology:
Data were derived from the Dominion Bureau of Statistics 1961 and 1966 census Publications, and are recorded by townships and-or county. Described are: the urban and non-urban audience in terms of demographic and social characteristics; the characteristics of farmers and their farms; mass media availability in the total coverage area; and trends relating to the future non-urban audience. Frequency and percentage tables; demographic and economic maps.

Findings:
1. The non-urban audience represents a very small proportion of the total potential channel 19 audience: 6.7% of all residents in the coverage area live in non-urban areas, 1.7% live on farms.
2. Of the farmers in the coverage area: 40% had only small holdings; many had parttime jobs in urban areas; and very few lived more than 20 miles from a large urban area.
3. Farmers in the area were more likely than other Ontario farmers to operate specialized farms, particularly fruit, vegetable, and dairy operations.
4. Non-urban residents tended to be slightly younger than the provincial average.
5. The average wages of men in the coverage area were higher than the provincial average, women's wages were similar to the provincial average; wages of non-urban workers were lower than those of urban area workers.
6. Residents in the area could choose from 12 television channels, 17 AM and 7 FM /radio/ stations broadcasting from within the coverage area and 8 other AM and FM stations capable of being received within the coverage area; non-urban residents had fewer viewing alternatives due to the unavailability of cable, and could best be reached via VHF rather than UHF.

Conclusions:
1. Channel 19 appears to attract a smaller proportion of the non-urban than urban audience.
2. Future investigation of the channel 19 audience should take into account the availability of cable service.
3. Channel 19 has many competitors and, in order to gain a larger audience, viewer types and preferences should be identified.

Special Features:
Glossary of terms used in the study

(ER)

Availability: MF - $1.00; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00857**
Oliver, W.P.
-- Computers for Instruction : Ontario 1971. Edited by Robert Dunning Tilroe
-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1971. -- 11 p.

SUBJECT

/COMPUTER/S
  Applications in /teaching/

ANNOTATION

The report attempts to explain how computers may function in assisting the teaching and learning processes from the early school years through the postsecondary level. A description of the computer, its components, and methods of operation are given in detail, along with an historical sketch of early electronic computers. Current computer-based instructional applications are described under: computer-managed instruction; /computer assisted instruction/ (CAI); computer-assisted /test/ing, drill and practice; tutorial models; dialogues; simulations and gaming; and problem solving. The 1971 status of CAI is given, as are examples of CAI projects in Ontario, and descriptions of CAI /physics/ and /mathematics/ courses and CAI systems developed by the Ontario Institute for Studies in Education in cooperation with the National Research Council. Projections for the future are presented along with the costs of implementation and immediate future applications.

(ER)

Availability: MF - $0.50; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00858**
Rosenbaum, H.
-- A Survey of Literature on Televised Language Instruction.
-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1971. -- 9 p.

SUBJECT

/SECOND LANGUAGE/. /Curriculum/ subjects. Schools
/Teaching/. Use of /ETV/

ABSTRACT

Type of Study:
Literature review

Methodology:
Articles, studies and research reviews from the period 1959-71 were reviewed. Brief highlights are grouped according to general discussions of television's (TV's) capabilities and experimental studies.

Findings:
1. General capabilities posited for TV included: the presentation of language and situation simultaneously, encouraging the acquisition of meaning; the presentation of nuances and inflections not adequately conveyed by graphic symbols; and the facilitation of student familiarity with speed, phrasing, rhythm and intonation. One general limitation posited was that the skills acquired were limited to receptive, /phonic/ and /semantic/ ones.
2. TV's advantages over classroom instruction included: the conveyance of a great deal of information in a short time, allowing for more relaxed elaboration of content in class; the simultaneous extension of instruction to many places; the accessibility to the best resources for demonstration; the presentation of a standard experience, with course sections kept in step; the possibility of repetition well into the future; and the fact that students were stimulated, challenged and involved in ways that other media could not duplicate.
3. Research comparing TV and direct instruction found few significant differences in the performance of experimental and control groups, and the overall differences favoured both groups.
4. TV language instruction was apparently more effective at the elementary level.
5. A variety of activities were found to be effective supplements to televised language instruction, the most effective being a well-trained, highly motivated classroom /teacher/.

Conclusions:
1. Individuals do learn from televised instruction.
2. TV can present some aspects of language more effectively than can conventional classroom methods.
3. Teachers' follow-up procedures greatly contribute to the effectiveness of learning via TV.

Special Features:
/Bibliographies/ -- 14 items and 10 items

(GC)

Availability: MF - $0.50; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, Ontario, M4S 2C1

PROCESSED REPORT **ON00859**

Prodanou, Anna
-- **A Report on the Evaluation of OECA's Simulation Game 'Operation Moonvigil'.**
-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1972. -- 45 p. in various pagings.

SUBJECT

/SIMULATION/ /GAME/S. /ETV/ /program/s
/Moonvigil/. Evaluation

ANNOTATION

The report summarizes two evaluations of Operation Moonvigil, a simulation game consisting of eight 5-minute television programs, an Emergency Procedures Kit and a Teacher's Guide, and designed to be a three-week action and reflection process for students in grades 5 to 9, during which the origins and interaction of institutions can be discovered. Game procedures are described. The procedures and findings of a preliminary evaluation, using the protype kit and teacher's guide in 2 Toronto and 1 St. Catherines classrooms, are briefly presented. Discussed in detail are the procedures and findings of the evaluation at the time of the first broadcast (see ON 00860). The Teacher's Guide is included.

(GC)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00860**
Virgin, Albert E.
-- An Evaluation of Operation Moonvigil.
-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1972. -- 219 p. in various pagings.

SUBJECT

/SIMULATION/ /GAME/S. /Program/s. /ETV/
/Moonvigil/. Evaluation

ABSTRACT

Type of Study:
Descriptive

Purpose:
To evaluate Operation Moonvigil (MV), a classroom simulation game incorporating daily telecasts for 8 days followed by several days of debriefing and reflection activities, designed to allow the discovery of the origins and interactions of institutions.

Sample:
I: /Teacher/s and /student/s in 13 classes at 13 /suburban/, city and /inner city/ schools in /Metropolitan Toronto/. II: 10 teachers and 60 students at 10 schools across the province, randomly selected from lists supplied by regional consultants. III: 216 teachers and 1,296 students at other schools across Ontario. Data collected November 1971.

Methodology:
A workshop for teachers was held prior to the telecasts. 12 non-participant observers recorded activities in the Toronto area classes; 6 students in each of the classes kept diaries, as did 6 students in each of the sample II classes. 6 of the latter schools returned diaries. Questionnaires were mailed to all 239 teachers; 46% responded. Questionnaires were mailed to sample III students; of the 480 returned, a random sample of 229 were analyzed. Frequencies and percentages are tabulated. Also included are observers' reports for each school and summaries of students' diaries.

Findings:
1. Observers noted high involvement and enjoyment for the first 5 moondays, after which attention dropped. A similar waning of interest was noted after the first debriefing and reflection days.
2. Instructions for the emergency procedures kit, hospitalization procedures and the space navigation game were confusing to a majority of classes.
3. Of the teachers responding: 54% attended the workshop, the majority rating it highly; 45% rarely or never used television; 72% felt that MV objectives were achieved, with 60% believing that the time and effort spent were worthwhile; 71% would consider using MV with another class; and 76% would recommend MV to other teachers.
4. Teachers' interpretations of their role ranged from interference to total passivity.
5. Teachers felt that students needed to develop their television listening, reading for action, and group interaction skills.
6. 79% of students enjoyed MV very much or quite a lot. Major reasons for liking MV were: fun and excitement (33%), information (12%), and cooperating in work groups (11%). Major dislikes were: no cooperation (20%) and not enough to do (15%).
7. Students believed MV's purpose to be: learning to work together (31%), learning about the moon (18%), learning how it feels to be stranded (15%), learning responsibility and self discipline (10%), and learning about organizations (5%).

Conclusions:
The workshop should be mandatory and include detailed discussion of the Teachers Guide, suggestions for preinvolvement activities and experience which teachers can use to help students conceptualize.

Tests Included in Document:
Self-made /questionnaire/s for students and teachers; observers' daily record and detailed report forms

(GC)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00861**

Soucie, Robert M.

-- A Survey of Informed Opinion on the Availability and Appropriateness of Communications Media Resources for the Continuing Medical Education of Ontario Physicians.

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1972. -- 40 p.

SUBJECT

/PHYSICIAN/S

/Continuing education// /Audiovisual aid/s. Evaluation -- Study regions: /Ontario/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To obtain opinions from informed persons regarding audiovisual (AV) materials available for the continuing /medical education/ of Ontario physicians and to list and describe these materials.

Sample:

32 interviewees; 239 executive directors of Ontario /hospital/s representing all provincial hospitals containing 50 or more beds. Data collected 1971-72.

Methodology:

Interviews were conducted with people knowledgeable about AV resources available to Ontario physicians; a questionnaire survey was sent to executive directors of hospitals in order to get data to estimate the kinds and quantities of media resources for medical education available in the hospitals and their actual and potential usage. Additional information was obtained from research reports, journal articles, and government publications. Relevant printed and audio materials were collected. The sources of relevant AV materials are listed and the range, quality, and appropriateness are discussed. There are separate sections on TV, 16 mm film, audio cassettes, tape-slide shows and packages, slides, filmstrips, film loops and records.

Findings:

1. The medical profession lacked valid standards with which to measure the quality and appropriateness of existing media resources and lacked rationales for proposing new and different resources.
2. Appropriate existing resources were in relatively short supply in Ontario and those in existence were not distributed widely.
3. There was no best medium for continuing medical education as individual physicians chose a combination of learning experiences to meet particular needs.
4. When the use of media was desirable, the cost, ease of operation, and reliability of the /audiovisual/ /equipment/ needed were some of the factors which determined physicians' biases for and against certain media.
5. The utilization potential of any particular medium was not determined because a variety of media would be essential.
6. Films, records, and filmstrips were seen as among the least useful media; film loops and TV were of questionable utility; audio cassettes and slides were among the most favoured media; and enthusiasm was shown for the possibilities of video cassettes.

Conclusions:

The medical profession needs new resources for their continuing medical education program; the potential usage of existing resources is limited and becoming more so as time passes.

Special Features:

1. List of materials on file in the Research and Development Branch, The Ontario Educational Communications Authority
2. List of the 32 people interviewed

Tests Included in Document:

Self-made /questionnaire/

(TO)

Availability: MF - $0.50; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00862**

Aird, Forbes

-- A Comparison of Video Cassette Systems, January 1972.

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1972. -- 13 p.

SUBJECT

/VIDEO CASSETTE/ SYSTEMS
  Evaluation

ANNOTATION

The report categorizes video playing systems according to the image storing medium used. For each category: general comments are given; the advantages and disadvantages of the systems are outlined; and information on the /cost/s, dimensions, operational features and recording capabilities of various machines are presented. The Super-8 mm film category lists Kodak, Vidicord and Nordemende Systems; the special film category gives data on the CBS Electronic Video Recorder; the magnetic tape category includes Sony, Ampex, AVCO, Phillips, and Panasonic systems; and the mechanical /recorder/s category covers the Telefunken-Decca Videodisc and RCA's Holographic Selectavision.

(GC)

Related Records: ON00855

Availability: MF - $0.50; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00863**

Prodanou, Anna; McKee, Anne

-- Operation Moonvigil at the Science Centre.

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1972. -- 42 p. in various pagings.

SUBJECT

/SIMULATION/ /GAME/S. /Program/s. /ETV/
/Moonvigil/. Evaluation

ABSTRACT

Type of Study:
Comparative

Purpose:
To document and evaluate a Moonvigil (MV) simulation game played in an enriched, machine- dominated environment.

Sample:
I: Students in 1 grade 7 class, 1 grade 8 class, and 1 grade 9 class. II: 32 of the grade 7 students, 11 of the grade 9 students, and a control group of 15 grade 9 students who did not participate in MV. Data collected in May 1972.

Methodology:
Students performed MV while isolated within a simulated space capsule and were observed from a control room. The observer interviewed one or two students from each crew at the end of each Moonday. 16 of the grade 7 students and the 15 grade 9 controls were given a pretest questionnaire; the remaining 16 grade 7 and 11 grade 9 students were given the same questionnaire augmented by questions about MV as a posttest. Questionnaire results are tabulated; the observer's report outlines the setting, procedures, relation of the crews to their environment, individual and group interaction, the relationship of crews to the hardware and debriefing procedures.

Findings:
1. Students were neither intimidated by the hardware nor hostile to it. Much capsule activity revolved around Herman, an on-board /computer/ which was accepted and trusted as the final authority even when shown to be fallible.
2. Individual and /group relations/ were greatly influenced by Herman and other hardware, particularly as the students working with the hardware were considered to have the most prestigious jobs; resentment towards this group by the other students was a major element in fostering group identity.
3. Students were not inhibited by the absence of a teacher nor by the cameras and microphones monitoring the capsule.
4. There were no differences between the questionnaire responses of the grades 7 and 9 groups.
5. Posttest groups could identify more needs, structures and roles than the pretest crews.
6. There were no major shifts between testing in /attitude/s towards jobs, leaders, competition, cooperation, computers, television or the Science Centre.
7. On an open ended question, posttest groups wrote more, tended more to refer to themselves as groups and showed more insight into the organizational needs of a hypothetical situation of being stranded on a desert island.
8. A large majority enjoyed MV very much, feeling that it had taught them to cooperate, organize and work together as a group.

Conclusions:
MV can be played successfully in alternative environments and need not be limited to the classroom.

Tests Included in Document:
Self-made /questionnaire/s

(GC)

Availability: MF - $0.50; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT ON00864

Brown, Marvin; Ware, Edward E.

-- **Evaluation of Arts 100 : Communications.**

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1972. -- 92 p. in various pagings.

SUBJECT

/MASS MEDIA/. /Curriculum/ subjects. /Distance study/ and /University of Waterloo/
Arts 100. Evaluation

ABSTRACT

Type of Study:
Comparative

Sample:
About 310 full and part-time students taking Arts 100 at the University of Waterloo. 80 non- student volunteers who took the /course/ via 30 half-hour weekly televised lectures, post lecture phone-in facilities, a textbook, 12 audiotapes, monthly seminars, and 7 assignments. Data collected during the 1971-72 academic year.

Methodology:
A general information sheet was issued to all students and a weekly activity sheet was distributed. An evaluation questionnaire was administered at mid-term. A final evaluation aid and mass media questionnaire were completed at the end of the term, followed by a course content examination consisting of three open-ended questions. 59 psychology students and 18 grade 13 history students also wrote the examination; 146 psychology students completed the mass media survey. Results were analyzed and tabulated for full and part-time students and non- student viewers. Data from the weekly activity sheet were discounted owing to lack of response.

Findings:
1. Most of the course components were well received, particularly the OECA workshop.
2. The weakest aspects were the seminar program and the post-lecture phone-in procedure.
3. The lectures on mass media were better received than those on the brain and the senses.
4. Repeated broadcasts of the same lecture were useful to many students.
5. Part-time students received better grades and rated the course more highly.
6. By the end of the course, students were better able to deal with material involving /communication/s than university students in other courses.

Conclusions:
1. The course produces an increased awareness and a more critical view of the mass media.
2. Arts 100 can attract and maintain a non-student viewing audience.

Tests Included in Document:
Self-made Student Evaluation /Questionnaire/; self-made Mass Media Survey; self-made Non- student Evaluation Questionnaire; self-made Examination

(MEM)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00865**

Duggan, Kathleen; Waniewicz, Ignacy

-- The Ontario Round Table : Educational Communications and the New Technologies.

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1971. -- iv, 290 p.

SUBJECT

/EDUCATION/

Role of /educational radio/ and /ETV/

Effects of /telecommunications/ and /communication satellite/s

/OPEN UNIVERSITY/

Study regions: /Great Britain/ and /U.S.A./

ANNOTATION

The report contains the discussions and papers presented at a meeting held to review the experience of the world's leading organizations concerned with developments in educational communications. The themes of the discussions are: education in a society of modern communication; educational broadcasting and the new generation of /mass media/; the open university's instructional system; type and format of educational communications learning resources; the link between educational and communications institutions; educational communications and the teacher; centralization and decentralization in education and educational communications; and communication satellites and education. A summation is included.

Written papers presented at the meeting are reprinted in the appendices: H.R. Cassirer (UNESCO), Education in a Society of Modern Communications; S.S. Allebeck (Swedish Broadcasting Corporation), Educational Broadcasting and the New Generation of Communications Media; D.G. Hawkbridge (Open University), A Summary of the Instructional System Used by the Open University in Great Britain in 1971; R.R. Bruce (Public Broadcasting Service), The Open University and American Public Broadcasting; C.E. Engel (British Medical Association), Type and Format of Educational Communications Learning Resources for Individual Learning in Medical Education in Great Britain; W. Flemmer (Bayperischer Rundfunk), Telekolleg and Other Multi-media Systems of the Bavarian Broadcasting Corporation as Examples of the Link Between Educational and Communications Institutions; and C.E. Engel (British Medical Association), Educational Communications and the Teacher in Higher Education.

(TO)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00866**

Keller, Donald M.

-- **Evaluation of Castle Zaremba : Effects on Language and Knowledge of Canadian Life.**

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1972. -- 80 p. in various pagings.

SUBJECT

/ADULT EDUCATION/. /Immigrant/s

/Curriculum/ subjects: /English/ /language/. /ETV/ /program/s: /Castle Zaremba/ -- Study regions: /Toronto/

ABSTRACT

Type of Study:

Descriptive; Comparative

Sample:

6 classes, each with about 15 adults studying English as a /second language/ in the advanced classes of the Citizenship Branch.

Methodology:

The classes were divided into 3 pairs according to ability levels (L1, L2, and L3, where L3 was the most advanced). Within each pair, one class followed the Castle Zaremba (CZ) course, the other acted as a control group (C). A battery of standardized and self-made tests was administered to all students as classes began. The courses were then followed, CZ employing TV episodes, books and audiotapes. A posttest battery was administered to the remaining students. Other data were collected from attendance and lesson records and interviews with the teachers. Frequencies and group means are tabulated; factor loadings for the Concept Meaning Study (CMS) are described.

Findings:

1. 94% of CZ students had not previously seen CZ.
2. About 90% of CZ students felt that the teaching pace was right.
3. CMS results showed that CZ had no effect on attitudes.
4. CZ led to greater knowledge of those aspects of Canada mentioned in CZ, than did the C course.
5. Students, particularly those at L3, seemed motivated by CZ to learn more about life in Canada.

Conclusions:

1. CZ is an effective means of teaching facts about life in Canada.
2. In improving aural comprehension, CZ is just as effective as conventional lessons.
3. CZ is favourably received by students and teachers.

Tests Included in Document:

Self-made /Canadian Knowledge Inventory/; self-made general background information and course evaluation /questionnaire/; /Concept Meaning Study/ Semantic Differential

Tests Used in Research but not Included in Document:

Test of aural comprehension; Progressive Matrices

(MEM)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PUBLISHED REPORT **ON00867**

Fleming, W.G.

-- **Evaluation of Four Television Program Series Produced by the Ontario Educational Communications Authority.**

-- Toronto . /Ontario Educational Communic/ations Authority, Research and Development Branch, 1972. -- i, 59 p.

SUBJECT

/ETV/. /program/s. /School/s

/Les aventures de Dorpp/, /Mathematical Relationship/s, /Geography: Concepts and region/s, and /The Law and Where It's At/. Evaluation by /student/s and /teacher/s -- Study regions: /Ontario/

ABSTRACT

Type of Study:

Descriptive

Sample:

Students in various grades and 20 teachers in 37 classes at 18 schools in 3 mainly rural school systems. Data collected in spring 1972.

Methodology:

Four television (TV) series were shown: 'Les Aventures de Dorpp', a French series for grades 4- 7; 'Mathematical Relationships', for grades 5-6; 'Geography: Concepts and Regions', for grades 9-10; and 'The Law and Where It's At', for grades 11-13. For all except the latter series, classes were divided into experimental (E) and control (C) groups. Data were collected from school records of course marks and standardized test scores. E groups viewed the series on videotape; C groups had special activities on the same topics but without an audio-visual component. Various self-made and standardized pre- and posttests were administered. Teachers and classes were interviewed. Tables.

Findings:

1. Most students watching 'Dorpp' enjoyed it very much and found the programs amusing; both teachers responding rated the programs as good.
2. In each pair of E and C classes in the 'Dorpp' experiment, C classes improved more; all but 1 E class showed some improvement.
3. Almost all students watching the /mathematics/ series were very favourable to the show and felt it had helped them learn mathematics, most said the series gave them ideas about using arithmetic in daily life and ideas for games they might play.
4. Two teachers rated the mathematics series as excellent, two as good; all thought the level of difficulty to be about right, though the speed of presentation was felt to be too fast.
5. Posttest results and interviews with viewers of the /geography/ series indicated that the programs contained too much material, used too complex a vocabulary and had too rapid a pace; E groups gained marginally more than C groups, but Cs showed a greater ability to generalize concepts and apply them to class work.
6. 49 students rated the geography series as good, 21 as fair, and 2 as poor; the only teacher responding felt the series was good in parts.
7. There were some gains in knowledge as a result of the series on the /law/; for most classes, there was a shift towards a more positive view of the law.
8. 18 students thought the 'Law' series was excellent, 172 good, 119 fair, and 17 poor; of 5 teachers responding, 4 felt the series was good, 1 said fair.
9. There was considerable inconvenience with equipment.
10. One-third of teachers remarked on audio problems including lack of clarity, background noise, or inappropriate music.

Conclusions:

1. The series were most effective when they were introduced properly, were related to the regular teaching program, and were followed by discussion and other activities.
2. Instruction should be provided in specific uses of classroom TV, with contacts between those who have made successful use of the medium and those who have not.

(GC)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00868**

McLaughlin, G. Harry

-- **Evaluation of the Ryerson Open College Introductory Sociology Multi-Media Course.**

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Planning Branch, 1973. -- 28 p.

SUBJECT

/RYERSON OPEN COLLEGE/. /Educational radio/ and /ETV/

/Curriculum/ subjects: /Sociology/. /Academic achievement/ of /student/s -- Comparisons by /occupation/s and previous education

ABSTRACT

Type of Study:

Descriptive

Sample:

173 students in the sociology multi-media course. Data collected 1971-72.

Methodology:

In phase I, a questionnaire seeking demographic data, reasons for enrolment, media habits and attitudes toward sociological concepts was administered to beginning students; 99% responded. In phases II and III, students recorded their participation in course related activities every day for a two week period immediately following study weekends; 40% and 23% respectively responded. In phase IV, a questionnaire was administered at a study weekend near the end of the course in order to collect thoughts about the course and to detect shifts in attitudes; 52% responded. 18% of the sample completed all four phases. Percentages are tabulated, as are radio and television audience estimates and production and broadcast costs.

Findings:

1. 75 percent of all students attending the course orientation day were /female/s. 32 percent of all students were 31-40 years of /age/, 29 percent were 41-50, and 26 percent were 21-30. 41 percent had some form of /postsecondary/ education, 19 percent had not completed grade 12.
2. The educational level of /dropout/s was higher than that of the 48% of students who completed the course.
3. An A or B grade was awarded to 100% of those who described themselves as students, to 85% of housewives, 74% of managers and professionals, 65% of clerical and sales staff, and 40% of others, who included draftsmen and blue collar workers.
4. The greatest expected disadvantage was the inability to question the instructor, but 44% of completers cited not being able to talk with other students as the worst drawback.
5. Students who gained an A grade viewed considerably more broadcasts than either average students or dropouts.
6. The more radio broadcasts listened to the higher the ultimate grade.
7. There was no consistent relationship between the time spent on assigned reading and success in the course.
8. 93% indicated the desire to take another open college course.
9. Students were generally open minded and receptive to new ideas and changes, and rejected ethnocentrism and accepted immigration. There were no significant differences among the responses of dropouts and completers in either Phase I or IV, although completers generally were more open minded.
10. Estimated weekly audiences for the course were 40,000 TV viewers and 10,000 radio listeners. Approximate cost of the course per student was $500.
11. 41F had some form of postsecondary school education, 19F had not completed grade 12.

Conclusions:

1. Students should be warned that the course demands at least 14 hours of their time in an average week and should be advised how best to allocate their time.
2. Broadcasts should be scheduled for times convenient to students and the number of study weekends should be increased.
3. A student /telephone/ circular should be devised to overcome feelings of isolation.

Tests Used in Research but not Included in Document:

Self-made /questionnaire/s and activity-evaluation sheets

(ER)

Availability: MF - $0.50; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PUBLISHED REPORT **ON00869**

Knoepfli, Heather E.; Barry, John

-- **A Study of the Needs and Interests of Ontario Physicians in Continuing Medical Education Through the Communications Media.**

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1973. -- 57 p. in various pagings.

SUBJECT

/TELEVISION/. /Ontario/
Use in /inservice/ /education/ of /physician/s. /Attitude/s of physicians

ABSTRACT

Type of Study:
Descriptive

Sample:
1,200 physicians (control group); responses received from 781 (65%). 3,000 physicians (primary group); responses received from 913 (30%). All were randomly selected from the 12,066 physicians registered in Ontario under age 65 and in active practice. Data collected 1970.

Methodology:
A pretest was conducted to test the appropriateness of the introductory letter and two versions of the questionnaire, and to indicate potential response rates. Both groups were sent the letter and questionnaire, with second and third mailings sent to non-respondents in the control group in order to increase the response rate, evaluate differences between those responding to initial and later mailings, and determine if trends developed between second and third mailings and if so, to project these trends to reflect the opinion of the balance of the group. Five types of analyses were conducted for comparison and projection, and are presented in detail.

Findings:
1. 85% of the respondents indicated some degree of interest in a program of continuing medical education through communications media. There were no significant differences by age.
2. Subject areas of interest were broad, with prime interest in /cardiology/, /psychiatry/, and general or /preventive medicine/.
3. 64% indicated interest in a program made up of a series of separate subject units; 78% indicated a preference for formats covering current medical practices and new developments; 93% indicated that any program should deal with the diagnosis and treatment of medical problems.
4. 65% indicated a preference for a combination of media, the preference tending toward /publication/s as the primary information medium with supplementary material provided by /tape/ recordings with television support.
5. On average, the amount of time that could be allocated to a program was one-half hour once a week.
6. The most appropriate time indicated for broadcasting a program was after 10:00 p.m., Monday to Thursday.
7. Ownership and accessibility to various media was widespread. Over half had access to OECA's Channel 19.
8. Results of the control group were consistent with the primary group, with no significant differences among the findings from each mailing.

Conclusions:
There appears to be a need or at least a desire for a program of continuing medical education using the communications media.

Tests Included in Document:
Self-made /questionnaire/s

(ER)

Availability: MF - $1.00; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00870**

Ware, Edward E.; Brown, Marvin; Carter, David B.
– 1972-73 Evaluation of Arts 100 : Communications.
-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1973. -- v, 67 p.

SUBJECT

/UNIVERSITIES/
/University of Waterloo/. /Curriculum/ subjects: /Mass media/: /Arts 100/. Evaluation

ABSTRACT

Type of Study:
Comparative

Sample:
120 students (A1) enrolled in Arts 100, offered by the University of Waterloo in cooperation with the Ontario Educational Communications Authority. 56 students (A2) who participated in the 1971-72 evaluation. 24 volunteer viewers of Arts 100 (V). 66 students (C) in a full year introductory psychology course, who served as controls. Data collected 1972-73.

Methodology:
Demographic questionnaires were administered to all groups. 62 A1 students (22 full time and 27 parttime students) kept weekly logs and completed all pretest and posttest measures; the remaining 49 parttime (PTS) and 22 full time (FTS) students completed final evaluation questionnaires as did Vs. A1 and C students were administered a course content examination and a Mass Media Survey (MMS) in September 1972 and April 1973. Vs completed the MMS posttest only. A2 students were mailed a questionnaire; 89% responded. Frequencies, percentages, means, standard deviations, correlations, and factor loadings are tabulated.

Findings:
1. From 1971-72 to 1972-73, enrolment decreased 37%, from 317 to 197; FTSs decreased from 201 to 92, PTSs from 116 to 105.
2. Expectations for Arts 100 were moderately met for FTSs and to a great extent for PTSs.
3. /Audience/ was estimated at 11,000 in November and 5,800 in March, down from 16,400 and 19,700 respectively the previous year.
4. A2s' overall rating of the course had not changed but, in comparison with other courses, was seen more positively one year later.
5. A1s who kept logs spent most of their time on assignments. PTSs spent more time than FTSs on every component of the course, rated the course more highly and received higher grades.
6. The highest rated course components were workshops, lecture notes and audio tapes; the lowest was the seminars.
7. 85% of all students felt the course had had an effect on what they did, thought or felt.
8. Vs rated the course more highly than did A1s.
9. On the examination pretest there were no differences between A1s and Cs or between PTSs and FTSs; all scored below the level achieved by chance. On the posttest, A1s mean score was 19.6 and Cs' was 17.3, compared to 19 achieved by guessing.
10. On the MMS, both A1s and Cs reported critical views of and more insights into the media. A1s' attitudes were different from Cs only slightly and in few areas.

Conclusions:
1. The market for Arts 100 is a limited one and not as open ended as thought.
2. The course was not successful if the goal was to impart knowledge or alter /attitude/s toward media. The course was successful in terms of the students' initial and long term reactions, however, as the students believed the course affected them.

Tests Included in Document:
/Mass Media Survey/; Arts 100 examination/; self-made general information and weekly activity sheets; self-made /questionnaire/s

(GC)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00871**

McLaughlin, G. Harry

-- Evaluation of 'National Mulch', a T.V. Series on Nutrition for Teenagers.

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1973. -- 40 p. in various pagings.

SUBJECT

/ADOLESCENT/S

/Eating/ /habit/s and /nutrition/. Effects of /ETV/ /program/s: /National Mulch/ -- Study regions: /North York/ -- Comparisons by /age/ and /sex/

ABSTRACT

Type of Study:

Comparative

Purpose:

To evaluate the degree to which the National Mulch series is effective in altering the attitudes of young people towards proper food selection.

Sample:

Experimental group (E): 75 people between 13 and 17 years of age who had access to CICA-TV at home. Control group (C): 50 people in the same age range. Data collected 1973.

Methodology:

125 passerbys in the age range were interviewed at Yorkdale Mall by the Canadian Facts Company, Ltd. as to foods eaten the previous day and /attitude/s toward /food/ and nutrition. The E group were shown a videotape of the program and asked to rate it overall and for entertainment, informational and interest values; 24 respondents were observed through a one way mirror while viewing the program in order to assess their reaction. The C group did not view the segment, nor were they told about the series. After the series had ended seven weeks later, the subjects were contacted by telephone in order to determine eating patterns, attitude changes and whether or not they had seen the series; 83% of the experimental group and 94% of the control group were contacted. Percentages are tabulated by sex and age.

Findings:

1. The program appealed more to males and more to those age 15 or less.
2. Two-thirds of the viewers had suggestions for program improvement.
3. After the initial interview the E group rated the program as excellent (20%), good (50%), and fair (30%).
4. Between the 2 interviews, there was a drastic decline in the proportion of both E and C subjects eating at snack breaks.
5. Females had fewer regular meals and more snacks than males; older subjects ate less often.
6. 84% of both E and C groups agreed at both interviews that eating nutritious meals was important; 52% of all subjects had acceptable diets at the first interview, 43% at the second interview. One third of all subjects agreed at both interviews that they wanted more information.
7. E subjects expressed greater satisfaction with their average daily diet.
8. The percentage of subjects displaying amusement with the series decreased as the program progressed from 56% in the first 3 sequences to 33% in the last 3; inattention increased from 8% in the first 3 to 23% in the last 3. Subjects were bored after the first 10 minutes.

Conclusions:

1. The fifteen minute program was clearly too long.
2. Seeing 1 program tempted 1 of every 4 members of the target audience to watch once or twice again, but the series was not hilarious enough to build up a regular following.
3. Exposure to one or more programs had no significant effect on eating habits or on attitudes toward nutrition.

Special Features:

1. Comparison of certain demographic characteristics between visitors to Yorkdale and the general population of Metro Toronto.
2. A report of an investigation into a method of objectively assessing viewers reaction while actually viewing TV programs.

Tests Included in Document:

Consumer Opinion Centre /questionnaire/

(ER)

Availability: MF - $0.50; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00872**

McLaughlin, G. Harry
-- Evaluation of a Media-based Credit Course, Developmental Psychology, Offered by Ryerson Open College.
-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1973. -- vi, 87 p.

SUBJECT

/RYERSON OPEN COLLEGE/. /Educational radio/ and /ETV/
/Curriculum/ subjects: /Psychology/. /Academic achievement/ of /student/s -- Comparisons with day students at /Ryerson Polytechnical Institute/

ABSTRACT

Type of Study:
Comparative

Purpose:
To compare the course given by radio and TV by Ryerson Open College (ROC) with a /developmental psychology/ (DP) course as given in a classroom by Ryerson Polytechnical Institute (Day).

Sample:
58 ROC students; 48 day Nursing and Fashion students. Data collected 1973.

Methodology:
The 25-week ROC /course/ consisted of a 1 hour lecture, a half hour discussion and a half hour open-line session on FM radio every week, a TV film every two weeks, and readings. Questionnaires were administered to both groups at the beginning and end of their courses. Each questionnaire was followed by the same 42-item multiple choice test of knowledge about DP. At mid-point, ROC students completed an open-ended questionnaire about their attitudes to the media used in the course. Certain variables affecting performance were analyzed: previous education; sociological factors; occupational variables; previous experience with children; preferred means of learning; hours of study and amount of work completed; effect of note- taking; and attitudes toward radio and TV sessions. Tables show mean scores, percentages, and standard deviations.

Findings:
1. The average ROC scores on the posttest were 10% ahead of the Day scores; however, the percentage of improvement shown by the average Day student was just double that of the ROC, possibly indicating relative degrees of test sophistication rather than knowledge.
2. Many ROC students were mothers who utilized their knowledge of children.
3. Employed students learned less than students who stayed home, partly because they gave a disproportionate time to optional reading at the expense of more essential course components.
4. A high proportion of A and B final grades and a dropout rate of up to 50% were found: /adult/s who felt they were doing badly preferred to quit rather than be failed.
5. Teachers, nurses and social workers found that ROC gave them an opportunity to test their ability to return to academic study without the embarrassment they might feel in a classroom situation.
6. Tutors provided a much-needed human contact for each student.

Conclusions:
1. The content of media-based courses should be related to the probable life experiences of /mature/ students.
2. Because they proved the most helpful, the following components should be considered essential: radio lectures on theory; books for assigned reading; study week-ends; and a workbook containing outlines of theory and instructions for assignments.
3. Students who have not completed grade 12 or 13 should be advised that they may find it more difficult to learn in a media-based credit course.

Special Features:
A summary of mid-course student reactions

Tests Included in Document:
Self-made /questionnaire/; Developmental Psychology Knowledge Test

(TO)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00873**

Knoepfli, Heather E.; Saul, David J.

-- Learning for Change : A Study of the Learning Needs and Interests of Ontario Adults.

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1973. -- iv, 135 p.

SUBJECT

/ADULT EDUCATION/

/Need/s and /interest/s of residents. Study regions: /Ontario/

ABSTRACT

Type of Study:

Descriptive; Comparative

Purpose:

To identify specific areas of knowledge and skill important to /adult/s; to test the effectiveness of the consensus decision-making procedure; and to assess the value of the cooperative approach in program development.

Sample:

185 adults selected from leaders in occupational fields (Group A) and 530 randomly selected adults in Ontario (Group B).

Methodology:

Questionnaires (Q) were developed using the Delphi Technique and Saul model as a basis. Q1 obtained data on the areas of knowledge and skill important to groups A and B; responses were used to construct Q2 which allowed participants to comment on their original response and that of their peers. Q3 contained an amalgam of the 87 most highly ranked items which both groups again ranked. Data were collected over 5 months and priority lists for both groups were compiled; from this a final ranking was obtained. Group A responses are tabulated by occupation, group B responses by age, sex, location, community size, and family income.

Findings:

1. Group A responses tended to be concerned with abstract knowledge, group B responses zeroed in on practical /skill/s.
2. Q2 items common to both groups were virtues, family life, ecology, communication skills, self-awareness, and goals.
3. The top 10 areas in descending order of importance on the final ranking were: civil rights and liberties of a Canadian citizen; efficient money management; effective communication; reasoning, assessing and problem solving; knowledge of current events; leisure and its use; learning; toleration; values; and being open-minded and objective.

Conclusions:

OECA has the resources to satisfy the desire of adults to improve their skills and knowledge; a continuing process of information generation is needed.

Special Features:

/Bibliography/ -- 11 items

Tests Included in Document:

Self-made /questionnaire/s

(MEM)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00874**

Ontario Educational Communications Authority.
-- **Strategy Papers for OECA : The Education of Adults.**
-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1973. -- 74 p. in various pagings (-- Report ; 37)

SUBJECT

/OECA/
/Role/ in /adult education/, /open university/ and satisfaction of /educational need/s of /families/

ANNOTATION

The report collects a series of five proposals on the education of adults commissioned by OECA's Research and Planning Branch. The first two offer general guidelines and programming strategies for OECA; the others suggest specific programming ideas for /adult/ self-learners, families and children and open-sector audiences.

'A Future for OECA', by Alan M. Thomas, traces societal learning developments which provide OECA with an opportunity to bridge the open-sector with other learning sectors; indicates why OECA has the clearest mandate to effect this bridge, outlines the social phenomenon of the 'Audience'.' and offers reflections on the organization and necessary broadcasting style of OECA.

'Television Broadcasting and the Education of Adults : Some Strategies and Possible Approaches', by J. Roby Kidd, explores the topics of target groups or 'special publics', how to reach and involve people, and criteria for /program/ content.

'Television Broadcasting and the Education of Adults : Possible Practical Approaches', by Allen M. Tough, offers practical suggestions on program scheduling, program content, ways of informing people about available programs and ways of making possible the selection of programs by individuals.

'Broadcasting and the Educational Needs of Families and Children,' by Margery R. King, identifies current problems at OECA; offers a rationale for an educational channel and discusses the criteria of relevancy and viewer participation for making the rationale operative; and explores potential methods and content areas for organizing programs for and about the family.

'The Potential of Broadcasting for University Courses for Open Sector Audiences,' by F.B. Rainsberry, outlines the potential use of OECA for informal and formal education, stressing the need for continuity and for careful assessment of the public's needs, and suggests ways in which OECA can contribute to postsecondary education by making access easier and by paying more attention to students' individual needs.

(GC)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00875**

Kawashima, Junichi; Hoichberg, Samuel

-- Waterloo County School Board ETV Pilot Study : ETV Use Survey - 1972-73.

-- *Toronto* . /Ontario Educational Communic/ations Authority, Research and Development Branch, 1973. -- 36 p. in various pagings.

SUBJECT

/ETV/. /School/s

Use by /teacher/s -- Study regions: /Waterloo County/

ABSTRACT

Type of Study:

Comparative

Purpose:

To determine: the degree of utilization and acceptance of /audiovisual aid/s, particularly TV; the patterns of TV use; and teachers' opinions on the usefulness of, and classroom deterrents to educational TV (ETV).

Sample:

504 teachers in 6 pilot (P) schools and 6 control (C) schools matched with P schools on as many characteristics as possible. Data collected 1972-73.

Methodology:

P schools were provided with additional TV sets and videotape recorders, and workshops on ETV programs and equipment were organized for teachers. In the fall of 1972, principals' and teachers' forms of the OECA In-School Audience survey were administered in P and C schools. Specially designed questionnaires were administered in the 12 schools in the spring. Analyses were based on 296 (79%) responding teachers in the fall and 384 (76%) in the spring. Frequencies and percentages are tabulated.

Findings:

1. More P than C teachers participated in ETV workshops.
2. 87% of P elementary teachers and 58% of P secondary teachers approved of the amount of assistance given in the program.
3. About 74% of P and 32% of C elementary teachers used TV programs.
4. The use of /film/, /radio/, /tape recording/s, /slide/s, and /filmstrip/s was similar in both P and C schools and was higher than the use of TV.
5. OECA Broadcast Schedules and Program guides were the most frequently used bases for program selection.
6. More than 45% of all teachers previewed programs, but the unavailability of VTR in C schools caused a reduction in previewing.
7. Single programs were used more often than complete series.
8. The main uses of ETV were as enrichment for existing curricula and as a supplement to course work.
9. Major deterrents to ETV use were lack of adequate programs, teachers' time constraints, and inconvenient scheduling.

Conclusions:

1. The vast majority of teachers find ETV useful.
2. The provision of administrative support, sufficient TV equipment, and teacher training would encourage greater use of ETV.
3. Easy access to program information is needed to maximize ETV usage.
4. The use of TV shcould be integrated with other media.

Tests Included in Document:

/OECA In-School Audience Sur/veys - Fall 1972, Spring 1973; Self-made /questionnaire/

(MEM)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00876**

Prueter, Susan; Fleming, W.G.
-- **Evaluation of Five Educational Television Program Series Produced by OECA, 1972-73.**
-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1974. -- 137 p.

SUBJECT

/ETV/

/Program/s: /Guess what?/, /Write! Right?/ /Consumer game/ /Occupation/, and /Third World/. Evaluation -- Study examples: /JK-K/, /grades 5-8/ and /grades 9-12/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To appraise the series: 'Guess What?' (GW), 'Write Right?' (WR), 'The Consumer Game' (CG), 'Occupation' (O), and 'The Third World (TW) as viewed by students in normal classroom circumstances.

Sample:
70 classes at different grade levels and volunteer teachers from 6 school systems representative of the province in rural-urban distribution: 10 teachers and 19 junior kindergarten and kindergarten classes for GW; 16 teachers and 17 grade 5-8 classes for WR; 16 teachers and 19 grade 6-9 classes for CG; 3 teachers and 10 grade 9-10 classes for O; and 3 teachers and 5 grade 11-12 classes for TW. Data collected 1974.

Methodology:
For all series, teachers were supplied with scripts and facilities for previewing if desired; programs were viewed by the /student/s, the viewing rate being controlled by the teacher. Teachers gave details of how the programs were integrated into their courses and the type of preparation and follow-up work undertaken. Evaluation of GW was by teacher questionnaires and interviews with teachers and classes. Teachers supplied information on the students' learning capacity. For WR, data were collected by student and teacher questionnaires and from 2 pieces of writing by each student, one before and one after viewing the program. This was assessed by an experienced teacher for creative imagination. Details of students' age, marks, and IQ were supplied. For comparison, a control (C) class was formed.
To assess CG, classes included 2 non-viewing C groups. A test of knowledge and understanding of concepts relating to /consumerism/ was administered before and after viewing and results compared. Also compared were results from a measure of /attitude/s about the consumer world. Background information on the students was also collected. Before and after viewing O, an inventory of opinions was administered to discover changes in prestige of the occupations shown and in the status of related school courses. Classes viewed TW as part of their work in World Politics. Data were collected by student and teacher questionnaires and by a test of factual knowledge, understanding, and opinion administered before and after viewing. Tables.

Findings:
1. For GW: the programs made a favourable impression and were quite well suited to K level when enthusiastically introduced and followed-up; the most effective characteristics were concrete themes, abundant visual illustration, fast moving action, and amusing gimmicks.
2. For WR: the series was favourably received and was suited to junior and lower intermediate levels; students were most impressed by action, adventure, suspense, and humour; supporting activities included discussion, reporting, writing plays and story endings, and a word notebook.
3. For CG: teachers found the series' themes relevant but too wide ranging, with closer conjunction with course content needed; humourous episodes had appeal.
4. For O: almost all programs were liked and gave a clear explanation of the occupation being portrayed.
5. Students' responses to TW were generally negative, the most unsatisfactory element being 'talking heads'.

Conclusions:
1. Young children can be appealed to more easily than adolescents.
2. Appreciation of the programs can be improved by relating them to the course being followed and by showing them at the most appropriate time; producers should have detailed knowledge of course content and provide flexibility in program selection and presentation.
3. Attempts to be 'with it' must be handled carefully.
4. Some series do change attitudes even when programs are not well liked; concern should be shown about the possibility of opinions being formed on the basis of skimpy knowledge or misinformation.

Tests Used in Research but not Included in Document:
Self-made /questionnaire/s

(MEM)

Availability: MF - $1.50; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00877**

Abbey, David S.

-- Evaluation of Three Programs from the Series '... with Fred and Harry'.

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Planning Branch, 1974. -- 91 p. in various pagings. (-- Report ; 41)

SUBJECT

/ETV/

/Program/s: /With Fred and Harry/. Evaluation

ABSTRACT

Type of Study:

Comparative

Purpose:

To evaluate Habitation (H), Is Anybody There? (IAT), and Where Do We Go From Here? (WGH), the first 3 programs in the series, '... with Fred and Harry', in terms of viewers' reactions and a comparison of the video and audio portions.

Sample:

86 informally recruited volunteers

Methodology:

The volunteers were tested in groups of average size 6 and were exposed to 2 of the 3 programs, one on videotape and one with the audio portion alone. A questionnaire consisting of answers to tape-recorded questions and a response sheet was completed. Valid results were from those who viewed first and then heard the audio. The following categories were used: visuals; animation; music; interviews, voice over; program comparison, preferences for supplementary material; and the contribution of audio. Program elements were evaluated and compared. Tables.

Findings:

1. The elements of the programs in order of popularity were: statements by the speakers, pictorial material, and interviews.
2. Reaction to the songs was extremely mixed; the singers were strongly rejected.
3. One in three would not have watched to the end of the program at home and many did not want to watch the same program again.
4. Participants believed that the main function of Fred and Harry was to provide humour.
5. The main visual effects reported were: H presented a distorted view of the number of floors in the Habitat building, but the impression was of a unique and desirable place to live; the feeling that loneliness exists even in groups was the message of IAT; and WGH created a strong overall negative effect but with good visual recall.
6. The responses from participants who heard the audio version of a program were indistinguishable from those of the videotape group.

Conclusions:

1. In spite of negative responses to various segments, the programs are successful in transmitting the speakers' messages.
2. A very negative response to the testing procedures and the content of the questionnaire may be reflected in the results.
3. The findings cannot be generalized to the whole population since 48% of the sample had postsecondary degrees and 40% were either taking non-credit or certificate courses or were involved in graduate studies.

Tests Included in Document:

Program response sheets; Personal data sheet

(MEM)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00878**

Henderson, John; Avon, Paul; Bibby, Anne; Tilroe, Robert Dunning; McLaughlin, G. Harry; Eweka, Iro

-- A Report and Evaluation of the OECA Integrated Products V.T.R. Project at Chinguacousy Public Library in Bramalea, Ontario, January 1974 - June, 1974.

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1974. -- iii, 80 p.

SUBJECT

/VIDEO/ /EQUIPMENT/ and /VIDEOTAPE/ /RECORDING/S. /Public libraries/
/Utilization/ by public
/Attitude/s of /user/s -- Study regions: /Bramalea/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To test the feasibility of loaning portable video play back equipment through a library to individuals for home use.

Sample:
95 self selected library patrons: 77 (81%) responded. Data collected January to June 1974.

Methodology:
Video tapes and equipment were made available in the library. Interested patrons were shown an instructional video tape, practiced using the equipment, and were given a questionnaire. Every third patron was given an instructional support booklet. AV borrowers were given a second questionnaire upon returning the material. 16 randomly selected users attended an open feed back session. Library staff made informal observations during the library instructional session; observations were also made by the research project team. The library audio-visual (AV) coordinator prepared an evaluation report based on observations, questionnaire results, and library booking cards. Comparative data on the use and costs of other AV and print materials were collected. Frequencies and percentages are tabulated.

Findings:
1. The feedback session participants all enjoyed the experience, citing ease of operation, user control of time and topic, and the potential for self-made programs as advantages. The instructional tape was deemed effective, but an instructional support booklet was thought useful. Tape content was often outdated; 'how to' and sports tapes were preferred.
2. The librarians' reports termed the instruction 'comfortable'. 90% of the patrons played the tape prior to practice, and 50% of these did not refer back to the tape during practice.
3. 1 hour of staff involvement was needed to train 77 video users. The average time required for library instruction was 28 minutes.
4. The AV librarian's report thought the project feasible and suggested further experiments, better equipment, and more publicity.
5. 71% of the group receiving the instructional support book felt it unnecessary, and 89% of users had no difficulty using the equipment outside the library. 90% enjoyed the experience and all wanted to use video materials again.
6. Of all users: males outnumbered females 6 to 1; 66% were aged 20-40 years, 33% were aged 41 to 65; 86% used the equipment at home, most were highly print oriented, with 59% borrowing books more than once a month and less use being made of records and films, 73% had not used video equipment before, 66% participated from curiousity and, 30% to use a specific tape.

Conclusions:
1. There was little reluctance to borrow video equipment. Video loan is feasible and perhaps more economical, practical, and desirable than other AV material loans.
2. The instructional tape was well received, effective, and thus adequate.
3. Video tape and equipment loan and use is an appealing, useful, and appropriate learning and entertainment resource for the general public.
4. The experiment should be repeated under more controlled conditions, in non-library locations, and with varying equipment, to study the motivation, needs, and desires of potential post-school users. Publicity is needed to attract non-print oriented people and senior citizens.

Special Features:
1. Instructional support book
2. Post study critique

Tests Included in Document:
Self-made /questionnaire/s

(CL)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PUBLISHED REPORT **ON00879**

Porter, Arthur

-- Workshop on the Transition to a Conserver Society. The Role of the Media.

-- Toronto : /Ontario Educational Communic/ations Authority, 1974. -- 30 p.

SUBJECT

/CONSERVATION EDUCATION/
  Role of /ETV/: Ontario Educational Communications Authority
/SOCIETY/
  /Future/s: /Conserver society/. Theories and background

ANNOTATION

The report summarizes the processes, and paraphrases the proceedings of a 3-day workshop held in March, 1974 for the purposes of: advising the Ontario Educational Communications Authority (OECA) on the nature of existing and future problems of /energy/, /population/, /pollution/, and economic and technological growth; examining conflicting views of these problems so as to improve the quality of OECA's value judgements; and establishing bases for recommendations on programs to produce and audiences to reach.

Discussions in the first day plenary session, devoted to defining the conserver society and exploring its sociological, economic, and philosophic roots, are described. Reports of three study groups are presented individually. Group I considered: the concept of transformations; how transformations do, and might take place; whether media should anticipate or respond to change; and the nature and forms of acceptable motivational techniques. Group II considered: the politics of responsible action of OECA in a time of transition; what subjects should be treated by producers; and how subjects should be presented. Group III discussed: the cognitive and affective dimensions of television; the range of communications instrumentabilities available; the involvement of the learner; and functions that could be performed by the media.

The final session's discussions of the group reports individually and collectively are outlined, and 18 perceptions and suggestions for program producers are given. Appendices include: a list of study group participants; lists of 26 background papers submitted by participants and 9 articles and papers referred to by participants; a 34-item /bibliography/ on problems related to the environment; and participants' comments on a draft of the report.

(GC)

Related Records: ON00883

Availability: MF - $0.50; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00880**

O'Bryan, Kenneth G.

-- **Monkey Bars.**

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1974. -- 82 p.

SUBJECT

/ETV/.

/Program/s: /Monkey Bars/. Evaluation

ABSTRACT

Type of Study:

Descriptive

Purpose:

To examine the content and approach of the Monkey Bars television program in terms of entertainment and /educational/ /objective/s.

Sample:

64 students, aged 7-12 years, from 2 public schools. 21 adult viewers consisting of the school staffs and members of one class from OISE.

Methodology:

Students were divided into 4 groups consisting of equal numbers of males and females in either the 7-9 or 10-12 year old age range. The student groups each viewed a program made up of representative segments of Monkey Bars; viewing behaviour was observed and noted. Viewing was followed by the completion of a questionnaire and by group and individual twenty-minute interviews. The adults viewed the program as a group, completed questionnaires and held an open-ended discussion with the researchers. Observations, preferences, and comments are presented for each program segment.

Findings:

1. There was a positive response from 91% of the students, with those aged 7-9 giving the highest evaluation.
2. 64% of the students felt that the program was suitable for males and females, sex differentiation was not a factor.
3. The most popular viewing time suggested by students was Saturday afternoon; a majority of adults chose a weekday.
4. Segments involving adult actors presenting arguments for an abstract situation were not well received by the students; those with fantasy were well received.
5. The general attention trend was similar for both age groups.
6. The concepts of the program were more clearly understood by the older students.
7. Adults tended to like those segments least liked by the students and vice versa, although the songs were highly rated by both adults and students.
8. The students' enjoyment was not a measure of their ability to comprehend humor.

Conclusions:

The program meets its educational objectives, has a good, broad audience-holding potential, and is likely to be a successful competitor for viewers.

Tests Included in Document:

Self-made /questionnaire/s, /interview schedule/s, and observation sheets

(MEM)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00881**

O'Bryan, Kenneth G.; Raices, Maxine; Zuckernick, Arlene

-- Nightmusic.

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Development Branch, 1975. -- 78 p.

SUBJECT

/NIGHTMUSIC/. /ETV/ /program/s
/Attitude/s of /audience/s

ABSTRACT

Type of Study:
Descriptive

Purpose:
To profile the viewing audience and collect audience criticisms and suggestions.

Sample:
319 self selected viewers of Nightmusic. Data collected January 1975.

Methodology:
Questionnaires were administered informally by telephone for 2 hours per night. A pilot test of over 30 interviews led to questionnaire revision. Answers were totalled; tables list frequencies and percentages and show some cross tabulation. General comments are summarized.

Findings:
1. Of all viewers: 75% were between 18-30 years old, with a range of under 15 to over 50 and a 35% concentration between 18-21; 78% were male; 52% were employed; 34% were students; 44% watched alone; 90% watched 3 or more times per week, especially the 60% who had colour television; and 55% watched and listened to the program being involved in no other activities, while 29% listened while engaged in other activities.
2. Content preference reflected the predominant age group: 88% of viewers liked the music; 28% liked it all; 40% preferred rock music; 24% disliked all the music, with country and western and classical most disliked; 30% wanted more music, 66% wanted the same amount; and 50% wanted more visuals and Canadian music, 20% wanted the same amount.
3. 85% of viewers rated host Rainer Schwartz as very good or excellent, and 75% named him as a preferred feature. (Older viewers tended to give lower ratings). 35% would watch and 40% would try to watch other hosts.
4. 33% listed no disliked features, but about 15% disliked each of the visual elements, Rainer and interviews. Suggested additions were more music, more visuals, more exposure for Canadian talent, and audience participation.
5. 29% watched because of the program format, 16% because of the music, 12% because of the informal atmosphere, and 10% because of the host.
6. 74% liked the current time slot, 20% preferred an earlier time, 45% found it the right length, 50% wanted it longer; and 41% were satisfied with weeknights only, while 50% wanted weekends also.

Conclusions:
1. The program currently fulfills a preestablished audience interest, and is an outlet for visual experimentation.
2. More varied music may attract an older audience and less stress on the host may attract more female viewers.
3. More and more varied visuals, more audience participation, and less talk would please viewers.

Tests Included in Document:
Pilot Session /Questionnaire/; Revised Questionnaire

(CL)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00882**

O'Bryan, Kenneth G.; Kuplowska, Olga M.; Oullette, Linda
-- Quest Into Matter : Final Report.
-- Toronto : /Ontario Educational Communic/ations Authority, Research and Planning Branch, 1975. -- 20 p.

SUBJECT

/ETV/. /Chemistry/. /Curriculum/ subjects. /Universities/ and /grade 13/
/Program/s: 'Quest into Matter'. Evaluation by university students and grade 13 teachers

ABSTRACT

Type of Study:
Comparative

Purpose:
To test the reactions of the target audience to the program 'Quest Into Matter', and to determine the general usefulness of this type of approach to teaching science.

Sample:
180 university /student/s enrolled in a first year chemistry course; 17 grade 13 chemistry /teacher/s. Data collected November 1975.

Methodology:
'Quest Into Matter' was screened for students during classtime; a questionnaire was administered. Teachers viewed the program and were administered the same questionnaire. Tables show the distribution of the student sample by area of study and sex, the distribution of the teacher sample by sex, and the percentage responses for each question for the student and teacher samples.

Findings:
1. Students found the program stimulating (72.6%), informative (74.2%), and neither boring (86.2%) nor confusing (94.6%).
2. There were no significant differences among responses by area of study although natural science and nursing students had higher percentages of positive responses to most questions.
3. 85% of students found the analogies in the program very or somewhat helpful in understanding various properties of matter.
4. 74.9% found the program to be very or somewhat relevant to their chemistry courses, but only 58.8% of general science and 60% of physical science students found it relevant.
5. 80.4% of students indicated a preference for a combined method of science presentation using the program's method and the conventional lecture method; 92% indicated they would like to see more programs in their classes.
6. 90% of teachers found the program somewhat-to-very stimulating and neither boring nor confusing; 79% found it somewhat-to-very informative.
7. 88.2% of teachers found the program's analogies very or somewhat helpful in understanding properties of matter.
8. 80% of teachers preferred a combination of the program and lecture methods; 88.2% would like more programs used in their classes.

Conclusions:
'Quest Into Matter' was very well received by both students and teachers, indicating that similar programs would be welcomed by both students and teachers to supplement existing materials.

Tests Included in Document:
Self-made /questionnaire/

(ER)

Availability: MF - $0.50; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PUBLISHED REPORT **ON00883**
Miller, Lewis
-- Alternative Futures and the Role of the Media : Workshop 2.
-- Toronto : /Ontario Educational Communic/ations Authority, 1975. -- iv, 39 p.

SUBJECT

/SOCIETY/
/Future/s -- Themes and plans for /ETV/ /program/s

ANNOTATION

The report summarizes the proceedings of a workshop, held in Toronto in May 1975, that developed out of another workshop held the previous year. A working paper prepared by the head of the Ontario Educational Communications Authority's Futures Project and distributed prior to the workshop outlines the project under: basic philosophy; fundamental purpose; the major themes of images, trends, countertrends, colonizers and colonized, and anticipatory democracy; the 6 overall tasks of the project; and possible audiences. The workshop proceedings are described, the comments of 18 participants in the plenary session are presented, and the written reactions of 8 participants to the working paper prior to the workshop are reproduced.

The report of the study group which considered the purpose of the project summarizes the issues discussed, outlines the role of the project and the activities with which the process could begin, and indicates thematic conflicts in program design. The report of the group studying means is organized under: the problem; the approach; the means; possible formats; audiences; answers to specific questions; and aphorisms and questions. The report of the group discussing the project's content presents 18 program ideas expressing the theme of images, 28 ideas for the trends and countertrends themes, 17 ideas for anticipatory democracy and a general discussion of the theme of colonizers and colonized.

Appendices include: lists of participants in the study groups; proposed questions for the group discussions; and participants' comments on a draft of the report.

(GC)

Related Records: ON00879

Availability: MF - $0.50; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

JOURNAL ARTICLE **ON00884**

Waniewicz, Ignacy

-- A Study of the Demand for Part-time Learning Among the Adult Population in Ontario.

-- Programmed Learning and Educational Technology, 12, no. 5 (September 1975) 274-77.

SUBJECT

/ADULT EDUCATION/
  /Attitude/s and /need/s of residents -- study regions: /Ontario/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To provide information on the nature and scope of deliberate involvement of Ontario /adult/s in formal and /nonformal/ /learning activities/.

Sample:
1,541 males (M) and females (F) from age 18 to 69 not enrolled in /educational/ /institution/s as full-time students. The sample was based on the 1971 census with the universe including 98% of the Ontario population, and was selected in a multi-staged systematic random sample. Data collected in 1974-75.

Methodology:
Using a self-made questionnaire, personal interviews were conducted with each subject. The report is based on a preliminary analysis of a part of the tabulations.

Findings:
1. 30% of adults were engaged in a deliberate learning activity; a further 18% had a desire to undertake part time study in the next year or two.
2. Of all learning projects: 30% were carried out at formal educational institutions; 27% through community and cultural /organization/s, 16% through employers; 15% through self- directed learning; 9% by interests and sports clubs; and 2% by radio and TV.
3. Of all learners, 37% (more than a half million adults) took courses for credit leading toward some type of diploma, degree or qualification from an institution of formal learning.
4. The ranking of the most popular types of institutions according to the number of people making use of them were: employers, 37%; clubs, 24%; community colleges, 18%; secondary schools, 17%; universities, 15%; and service organizations, 15%.
5. Reasons for learning varied, but 60% were engaged in at least 1 job related project.
6. Non-learners gave varied reasons for non-involvement, mostly associated with inability to do so, not lack of interest.
7. Responses of non-learners by /sex/ indicated: more Ms than Fs were not interested in learning; 4 times as many Fs than Ms found it hard to get out of the house, Fs were 4 times more than Ms not sure of their own competence, 3 times more Ms than Fs were uncertain of the value of existing courses; more Ms than Fs said that they were too busy; and more Fs than Ms said they were too tired.

Conclusions:
There is not only a need to alleviate the obstacles which prevent the overwhelming majority of non-learners from learning, but also the need to improve the difficulties faced by learners when they try to utilize existing facilities and opportunities in a way that better suits their individual learning goals.

Tests Used in Research but not Included in Document:
Self-made /questionnaire/

Notes:
This article reports on research done by the /Ontario Educational Communic/ations Authority

(TO)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00885**

Hodapp, Timothy

-- Readalong As An Instructional Aid for ESL Programs.

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Planning Division, 1976. -- 16 p. in various pagings.

SUBJECT

/ETV/. /Readalong/. /Curriculum/ subjects. /Student/s with /English/ as a /second language/. /Elementary school/s /Program/s. Readalong. Evaluation

ABSTRACT

Type of Study:
Comparative

Sample:
Experimental group (E): 21 students in 2 primary (/grade 2/) English-as-a-second language (ESL) classes; 19 students in 2 advanced (/grades 4-8/) ESL classes. Control group (C): 14 students in 2 primary ESL classes; 15 students in 1 advanced ESL class.

Methodology:
E and C students in each of the grade levels were similar in age and background; all had been in Canada for less than 2 years but more than 3 months. Both groups were given a pretest, and were tested at 3 regular intervals during the program. Tests consisted of a randomly ordered series of flashcards showing equal numbers of words introduced in the series (P) and words randomly selected from a standardized test (NP). Scores for P and NP words and difference scores were calculated; an analysis of covariance used test period difference scores as dependent variables and the pretest difference score as covariate. E teachers were given a questionnaire; responses are combined with unsolicited evaluation by other ESL teachers. Tables; graph.

Findings:
1. Both E grades had considerably higher difference scores than controls at all regular test sessions.
2. The condition main effect between E and C students was significant, the grade main effect was not; the covariate was not significant and no significant interactions were found.
3. There were no significant differences between grade levels within the E condition.
4. Over time, difference scores for both E grade levels declined while remaining stable for C grade levels. The time effect for E students was due to a decrease in ability to read P words; the effect was not significant for NP words.
5. Teachers reported that students at both levels enjoyed the program and characters very much and participated actively.
6. Teachers believed the series had helped students' /comprehension/ and /pronunciation/ and had increased /motivation/ for related activities.

Conclusions:
Readalong is an effective aid for ESL teachers. To be most beneficial to them, the program should be presented on video-tape rather than broadcast, allowing for review at will.

Special Features:
/Bibliography/ -- 11 items

Tests Included in Document:
Self-made word lists

Notes:
Project Manager : /O'Bryan, Kenneth G./

(GC)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00886**
Hodapp, Timothy
-- Readalong Pilot Programs.
-- Toronto : /Ontario Educational Communic/ations Authority, Research and Planning Division, 1975. -- 30 p. in various pagings.

SUBJECT

/ETV/. /Beginning reading/. /Primary grade/s
/Program/s: /Readalong/. Evaluation -- Study regions: /East York/ and /Scarborough/ -- Study examples: /Kindergarten/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To test the appeal and instructional potential of the Readalong program designed for use by teachers as a supplement to regular reading instruction.

Sample:
100 senior kindergarten (SK) students at an /inner city/ school in East York. 40 SK students at a Scarborough /suburban/ school. 4 teachers at the two schools. 20 SK students. Data collected 1975.

Methodology:
The first 6 Readalong programs were shown over a 2-week period to the East York and Scarborough students; observers reported on classroom viewings and asked for teachers' opinions. After the 2 weeks, students were shown flashcards with 14 words introduced in the program (P) and 14 words that were not (NP); frequency distributions for both schools are tabulated. The sample of 20 SK students were shown several segments, drawn from the first 6 programs, at the eye movement laboratory at OISE; segments were chosen because of a high demand for attention to aspects of the visual presentation.

Findings:
1. Students paid close attention to the programs, enjoyed them and interacted with the characters, responding to questions and making suggestions.
2. Most students could not read the words as they were flashed on the screen, but the words were usually recalled readily at the end of the day.
3. East York students read an average of 3.05 P words and 1.17 NP words; Scarborough students read an average 6.75 P words and 3.44 NP words. Both differences were significant.
4. Correlations performed on the number of P and NP words read by each student were very high and very significant.
5. Teachers found the format good and the characters appealing. Opinions about the /teaching method/s used differed according to the methods teachers used themselves in class.

Conclusions:
1. Based on the eye movement study, changes should be made to each segment, among which are: enlarged thought balloons; more use of word manipulation; standardized problem-solving segments; longer appearances of words on the screen; and fewer simultaneous appearances of a word and an actor or puppet.
2. The program apparently helps potentially good readers more than potentially poor readers.
3. The pace of the program should be slowed, with each concept covered thoroughly before moving to a new concept.

Notes:
Project Manager : /O'Bryan, Kenneth G./

(GC)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00887**

Hodapp, Timothy

-- Readalong in Standard Classes Evaluation Report.

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Planning Division, 1976. -- 20 p. in various pagings.

SUBJECT

/ETV/. /Beginning reading/. /Primary grade/s

/Program/s: /Readalong/. Effects on /vocabulary/ of /student/s -- Comparisons by /grade level/s

ABSTRACT

Type of Study:

Comparative

Purpose:

To determine if Readalong programs provide primary readers with the basic vocabulary upon which to build other reading skills.

Sample:

Experimental (E) group: 27 students (EK) in 2 senior /kindergarten/ classes; 54 students (E1) in 4 /grade 1/ classes; 10 students (E2) in 1 /grade 2/ class. Control (C) group: 34 students (CK) in 2 senior kindergarten classes; 45 students (C1) in 3 grade 1 classes; 19 students (C2) in 2 grade 2 classes. 3 students (R) in a /remedial/ class. Data collected 1976.

Methodology:

The 2 schools from which E and C groups were drawn were matched for area (middle -class, suburban) and ability range of students. Programs were shown over a 10 week period; teachers were given preliminary copies of guidance material. Three times over the period students were shown 24 randomly ordered words, 12 introduced by the series, 12 not introduced. Frequencies and difference scores (DSs) were calculated. Tables; graphs.

Findings:

1. In test period 1, all E grades had higher positive differences than C classes. Significant differences in DSs between conditions occurred only for EK and E1 groups.
2. In test period 2, DSs decreased for all groups, dramatically so for E group. There were significant differences between grades for E, but not for C groups.
3. In test period 3: DSs again dropped, those for E2 being the most dramatic, differences between grades were significant for both C and E groups; E1 had a significantly higher DS than both EK and E2; and all C classes had negative DSs, C2 being lower than CK and C1.
4. Taken as a whole, E students had significantly higher DSs over the course of the series; differences between C and E groups were significant at each testing session.
5. Over the course of the programs DSs decreased by approximately the same increment for both groups.
6. The differences between R students' mean scores for program and non-program words were significant only at the first testing.

Conclusions:

1. Readalong and supporting materials are an effective educational system for teaching reading.
2. The series was fully effective only for grade 1 students. It was effective for EK and R students only for the first testing period and for E2 students only during the middle testing period.
3. Program format and techniques should not be altered but the pace should be decreased.
4. Programs should be scheduled further apart and teachers should be encouraged to maintain consistent use.

Notes:

Project Manager: /O'Bryan, Kenneth G./

(GC)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00888**

Hodapp, Timothy

-- Readalong As An Instructional Aid for Primary Reading.

-- Toronto : /Ontario Educational Communic/ations Authority, Research and Planning Division, 1976. -- 42 p. in various pagings.

SUBJECT

/ETV/. /Beginning reading/. Schools
  /Program/s: /Readalong/. /Attitude/s of /teacher/s

ABSTRACT

Type of Study:
Descriptive

Sample:
526 teachers throughout Ontario; 205 (39%) responded. Data collected in spring 1976.

Methodology:
Questionnaires were mailed to teachers (Ts) following the 10-week run of Readalong. Distributions were subjected to the Kilmogorov-Smirnov one-sample test; Spearman rank order correlations were computed for pairs of behavioural and performance objectives, program components, activities and class reading ability. Tables show: percentages, frequencies, correlations, chi squares, D statistics, and Z scores.

Findings:
1. Over 50% of Ts reported their students participated very often in reading, sounding out words, solving problems, singing songs and reading parts in several plays.
2. All specific program objectives received high percentages in the category indicating student improvement; over 50% of Ts stated their students improved very much in desire to read and engagement in reading.
3. 55% of Ts felt students paid more attention to puppets than to actors, 43% felt puppets and actors received equal attention.
4. Correlations indicated that: Ts rated all elements of each of the sets of variables consistently; the program had a /motivation/al effect on desire to read and /vocabulary/ development; puppets had a motivational effect on phrase reading and puzzle and problem solving; the greater the ability of viewers, the more likely the participation; and the greater the participation, the greater the performance.
5. An average of 6.9 minutes were spent on review, 15.7 minutes on program related activities; 23% of Ts provided no pre-program review.
6. Almost all Ts with access to support materials found them useful; the guide provided examples for activity sets rather than ideas for unusual activities.
7. Ts reported no gaps or inconsistencies in the sequence of material introduced by the series; the amount of material in each program and in the series as a whole was thought appropriate.
8. Many Ts, usually from lower grades, /special education/ classes or classes with lower reading abilities, felt the introduction of material should be slower, with more repetition. These Ts' students participated less, developed fewer skills and enjoyed the series less.
9. All Ts said they would use Readalong again; most thought the series should be much longer.

Conclusions:
1. The existing program and materials formats should be continued, but more emphasis should be given to teaching skills in the programs and more examples of activities should be included in the materials.
2. Ts should be strongly reminded that the review and activities they initiate and direct are crucial to Readalong's success.

Tests Included in Document:
Self-made /questionnaire/

Notes:
Project Manager : /O'Bryan, Kenneth G./

(GC)

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT ON00889
O'Bryan, Kenneth G.
-- Formative and Evaluative Research in the Development of Readalong.
-- Toronto : /Ontario Educational Communic/ations Authority, 1976. -- 23 p. in various pagings.

SUBJECT

/ETV/. /Beginning reading/. /School/s
/Program/s: /Readalong/. /Development/ and /evaluation/

ANNOTATION

This report contains an outline and summary of the formative and evaluative research conducted in the pre-production year and in the first broadcast series of 'Readalong'. Discussion of television as an instructional medium, with particular reference to the teaching of /reading skill/s, is followed by a description of the continuing development of eye-movement technology and its effect on the style and print presentation of the series.

The various investigations of the series are described and the findings are presented for: a study of 6 pilot programs at the Ontario Institute for Studies in Education (OISE); a classroom investigation to test the appeal and instructional potential; a further classroom study to determine if 'Readalong' provided a basic vocabulary to be used as a foundation for building reading skills; a survey, in preparation for the 2nd series, of the usage and impact on educators; a survey of the use of Readalong by teachers of English as a second language; and an independent evaluative research project directed by the Department of Special Education at OISE. Also included is a /bibliography/ of 22 items.

(MEM)

Related Records: ON00888; ON00887; ON00885; ON00886

Availability: MF not available at time of printing; HC - available from OECA, Research and Planning Division, 2180 Yonge St., Toronto, M4S 2C1

PROCESSED REPORT **ON00890**

Metropolitan Toronto School Board. Study of Educational Facilities.
-- **E1 : Educational Specifications and User Requirements for Elementary (K-6) Schools.**
-- Toronto : /Metropolitan Toronto School/ Board, 1968. -- xv, 208 p.

SUBJECT

/SEF/ /SCHOOL/S. /Elementary school/s
/Building/s. /Specification/s

ANNOTATION

The report describes current educational needs at the elementary level (K-6) and focuses on the learning-teaching process and educational activities in order to determine the physical /facilities/ required by present and future school users. In Part I, consideration is given to the aims and /educational/ /objective/s: the /learning process/; the /teaching/ process; /curriculum/; and current educational trends. In Part II, an overview of required K-6 facilities, in light of the 1967 Metropolitan Toronto Ceiling Cost formula, is provided based on a hypothetical school of 550 students growing to 828 in 5 years. Area and /cost/ items are discussed in detail and presented in tables.

Part III is a series of statements of user requirements for the various facilities in a K-6 school: general learning area; /kindergarten/ and junior kindergarten; /music/ room; general purpose area, including the /gymnasium/; /library/ materials centre; /counselling/ centre; auxiliary areas such as the /health/ centre; and building service and service areas. Technical summaries of these requirements are presented in data sheets. A glossary of terminology is provided as well as a detailed index to the report. /Bibliographical/ references are included in footnotes.

(TO)

Availability: MF not available at time of printing; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto

PUBLISHED REPORT **ON00891**

Metropolitan Toronto School Board. Study of Educational Facilities
-- **E2 : Educational Specifications and User Requirements for Intermediate Schools.**
-- Toronto : Published for the /Metropolitan Toronto School/ Board, by Ryerson Press, 1969. -- xiv, 254 p.

SUBJECT

/SEF/ /INTERMEDIATE SCHOOL/S
/Building/s. /Specification/s

ANNOTATION

The discussion of intermediate facility requirements is set in context through a discussion of the characteristics of early /adolescence/, an outline of the determinants of schooling for early adolescents and a discussion of the history, development of, and trends in intermediate schooling. An overview of user requirements is presented for all areas; requirements are then calculated in relation to the 1968 ceiling cost formula.

Specific requirements are discussed for the areas of: library /resource centre/, audio-visual service, general studies (language arts, mathematics, history, geography, second languages, health and group guidance), /science/ /laboratory/, industrial arts, home and consumer education, visual arts, music, typewriting, physical education, administration, counselling, health, /food service/s and staff. Included for some areas are a review of existing facilities and courses and an outline of the characteristics and objectives of instruction. Technical data sheets for each area present /atmospheric/, visual and /acoustic/ criteria and mechanical and /electrical/ /system/s requirements.

Tables show simulations of SEF user requirements for senior public and junior high schools of varying enrolments in the range of 520 to 1,268 students and the amounts of /space/ required for subject areas at various enrolments. /Bibliographical/ references are included in footnotes.

(GC)

Availability: MF - $2.00; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

PUBLISHED REPORT **ON00892**

Metropolitan Toronto School Board. Study of Educational Facilities
-- **E3 : Educational Specifications and User Requirements for Secondary Schools.**
-- Toronto : Published for the /Metropolitan Toronto School/ Board, by Ryerson Press, 1970. -- xiv, 308 p.

SUBJECT

/SEF/ /SECONDARY SCHOOL/S
/Building/s. /Specification/s

ANNOTATION

The report presents /space/ allocations for every area of a hypothetical composite secondary school of 2,000 students. General requirements are discussed under: flexibility, prior consultation, /community use/, layout, physical /environment/, and visual, /acoustic/, /atmospheric/ and general considerations.

Specific user requirements are outlined under: large group area, medium group area, seminar rooms, carrels, teacher preparation areas, storage and general, audio-visual and copying equipment areas. For each subject area, general and specific requirements are discussed and technical data sheets are presented showing atmospheric, visual and acoustic criteria and mechanical and /electrical/ /system/s requirements. The subject and other areas included are: information resources; history and social sciences; geography; science; mathematics; communication arts; modern languages; home economics; technical, occupational and industrial arts; business and commerce; visual arts; music; physical education; health education; guidance; and administrative and ancillary activities.

Tables summarize the space allocations for hypothetical composite schools of 2,000 and 1,250 students and compare SEF requirements with areas available under the 1970 Metropolitan Toronto School Board formula. Also included are: an overview of recent scientific, technological, and social change; a description of the physical-sexual, cognitive, personality and social developments occuring during /adolescence/; and a review of pre-secondary, post-secondary, cost and enrolment issues, the authority crisis, and the /curricular/ and administrative /innovation/s of /H.S.1/. /Bibliographical/ references are included in footnotes.

(GC)

Availability: MF - $2.00. HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

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PROCESSED REPORT **ON00893**

Metropolitan Toronto School Board. Study of Educational Facilities
-- T3 : High-rise and Mixed-use Study.
-- Toronto : /Metropolitan Toronto School/ Board, 1970. -- xiii, 118 p.

SUBJECT

/SCHOOL/S
/High rise/ /building/s and /mixed use/ high rise buildings. /Cost/s and use

ANNOTATION

This report examines the educational use of high rise schools, both those with more than the traditional 1, 2, or 3 stories, and mixed use structures, in which different activities and types of space are combined in a single facility. Tall buildings are examined in terms of: building height and bulk; building cost; vertical or horizontal means of circulation; land cost; and land form. The feasibility of mixing educational functions with other uses is also examined.

As both types of structures are a response to current pressures on urban development, the report analyzes recent pressures of change. Part I briefly reviews the conditions under which boards of education meet their space needs through the acquisition of land and the construction of buildings, and criteria are derived for assessing future patterns of providing facilities. In view of these criteria, high rise and mixed use buildings are assessed in terms of their broad implications and the general directions they offer for /educational/ /facilities/.

In part 2, the specific economic and educational factors involved in high rise school buildings are examined. This evaluation is supported by economic data on both existing and hypothetical building examples. The building and site cost variables and the economic potential of high rise structures are introduced. The relationships among the building and land variables are established graphically and some general conclusions are drawn. The implications of the architectural, educational, legal, and other practical constraints which limit the feasibility of a formula approach are discussed.

Part 3 discusses various types of mixed use facilities. The extent of mixing activities and space in existing buildings is analyzed, and several types of educational mixed use facilities are described and evaluated. Some observations are made about the significance of mixed use structures in the urban setting, and about the coordination of public facilities at the municipal level. A summary and conclusions appear at the end of each section, and a list of recommendations concludes the report. Appendices of tables and diagrams are included. /Bibliographical/ references are included in footnotes.

(TO)

Availability: MF not available at time of printing; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

PUBLISHED REPORT **ON00894**

Metropolitan Toronto School Board. Study of Educational Facilities.
-- T4 : Short-term Accommodation and Relocatable Facilities.
-- Toronto : /Metropolitan Toronto School/ Board, 1970. -- xiv, 128 p.

SUBJECT

/MOBILE CLASSROOM/S. /School/s
Evaluation
/Attitude/s of /principal/s and /teacher/s -- Study regions: /Metropolitan Toronto/

ABSTRACT

Type of Study:
Discursive; Descriptive

Purpose:
To review the problems of short-term accommodation, to evaluate the portable as a solution to the problems and to propose a new system for relocatable facilities suitable for the changing educational environment.

Sample:
252 principals at all schools using portables in Metropolitan Toronto; 251 teachers, representing a 20% random sample of all teachers using portables Data collected 1967-68.

Methodology:
The uses of short-term accommodation are discussed in terms of: emergencies, temporary space needs, the economics of building growth and /planning/ and programming flexibility. An evaluation of the portable classroom includes: a comparison of four approaches to short-term accommodation; a discussion of the portable from a planning viewpoint; the results of questionnaires administered to principals and teachers; and an outline of changes in educational practice and new trends in building design. A proposal for /relocatable facilities/ is presented with data on the basic design concept and performance requirements and plans for implementation. Tables; graphs; diagrams.

Findings:
1. Only a small percentage of teachers disliked teaching in portables; principals believed portables had performed an essential task well. Both groups agreed that students in portables did not receive an inferior education.
2. Both teachers and principals felt that the major limitations to portables were: the physical separation from the school; lack of water supply; insufficient storage space; cooling and heating problems; and very poor acoustics.
3. Advantages of protables cited by teachers included independence, privacy, closely integrated classes, and ease of access to the outdoors.

Conclusions:
1. Short-term accommodation will continue to be useful and relocatable facilities are superior to busing, renting, or increasing the density of space utilization as a means of providing such accommodation.
2. The portable in its present form cannot meet the requirements of future educational programs because of: its lack of air conditioning, preventing year round use; its separation from the school, making it a barrier for more complex patterns of movement; its inability to provide a variety of instructional areas; and its poor public image.
3. The School Board should: broaden public understanding of the need for and advantages of relocatable facilities; authorize the development of a new system; approach other boards and the Ministry of Education to coordinate needs and establish a borad market for the new system; phase out the remaining oil heated portables; and modify existing portables according to the suggestions of the report.

(GC)

Availability: MF not available at time of printing; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

PROCESSED REPORT **ON00895**

Metropolitan Toronto School Board. Study of Educational Facilities
-- **T7 : The Metropolitan Toronto School Board SEF Building System.**
-- Toronto : /Metropolitan Toronto School/ Board, 1970. -- 102 p. in various pagings.

SUBJECT

/SEF/ schools
/Building/s. /Specification/s and /construction/ /management/

ANNOTATION

The report contains subsystem proposals from various companies made in response to the first Study of Educational Facilities (SEF) Subsystem tender call. The systems approach to building is explained and the two-stage contractual process and the building method adopted by SEF are outlined. Components, design criteria and other SEF performance specifications are described for the sub/system/s of: structure, /atmosphere/, /lighting/-ceiling, interior /space/ division, vertical skin, /plumbing/, /electric/-electronic, caseworks, /roofing/, /carpeting/, /gym/nasium /flooring/ and hardware. The tendered proposals include outlines of the subsystem concept, component selection and application features. Also included are notes on the general application of the SEF Building System responses.

(GC)

Availability: MF - $1.00; HC - available on loan from Metropolitan Toronto School Board Library, 155 College St., Toronto, M5T 1P6

PROCESSED REPORT **ON00896**

Caldwell, Mary; Oliver, Ellice; McKenzie, Carol; Smith, Mary
-- A Reading Stimulation Program for Underachieving Elementary School Children.
-- Guelph : /Wellington County Board/ of Education, 1976. -- 17 p.

SUBJECT

/UNDERACHIEVER/S. /Elementary school/s
/Academic achievement/ in /creative writing/ and /spelling/ and /reading achievement/. Effects of /Listen, Look, Learn System/
/Attitude/s to creative writing and /reading/. Effects of Listen, Look, Learn System -- Study regions: /Wellington County/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To determine if the Listen, Look, Learn System (LLLS) of developing communication skills achieved the objectives of increasing the level of reading and spelling competence and of improving students' attitudes and creative writing abilities.

Sample:
71 LLLS students, 7-14 years of age, who were achieving below the expected grade level and who were within the average range of intelligence. 32 parents, 6 principals, 27 teachers and a randomly selected subsample of 35 students. Data collected 1975-76.

Methodology:
Batteries of standardized and self made tests were administered prior to and after the evaluation period. Parents, principals, teachers, and the student subsample were interviewed. Measurement and Evaluation Services staff observed methods of instruction. Teachers recorded case studies of the 3 students who showed the greatest gains and the 3 who showed the least gains. A report by a Ministry of Education Special Education Officer and data on costs and equipment usage were collected. Median stanine scores, average raw scores and t test results are tabulated.

Findings:
1. There were gains in the scores for /aural/ /discrimination/, beginning and ending sounds, blending, /vocabulary/ and syllabication. Spelling scores showed a grade equivalent gain of 1.8 to 4.2.
2. Sound discrimination scores remained the same. Scores on the numbers, visual and auditory, were close to the test ceiling on the pretest. The changes in /self concept/ were not significant.
3. There were significant gains in attitudes toward reading and creative writing.
4. 70% of 7-9 year olds, 60% of 10 year olds, and 37% of 11-14 year olds made gains in reading comprehension.
5. The case studies suggested that the significant factors in the program were: the attitude, behaviour, and age of the student; the developmental nature of the program; and the interest generated.
6. Students with severe behavioural problems failed to show personal achievement, interfered with group achievement and demanded an unfair proportion of teachers' time and attention.
7. Observation staff concluded that the strategies employed seemed effective in achieving the program's objectives.
8. A majority of students, all principals and teachers, 30 of 32 parents and the Special Education Officer believed the program had been beneficial for most students.
9. Costs were estimated at $1.51 per student per day. Equipment use was high; maintenance was minimal.

Conclusions:
The program should be continued and expanded, students should be carefully screened, and better communications should be established between schools, parents and the program's staff.

Special Features:
/Bibliography/ -- 9 items

Tests Used in Research but not Included in Document:
/North York Self Concept Invent/ory; Reading Is; self-made tests of creative writing, visual numbers and auditory numbers; /Slosson Intelligence Test/; /Stanford Achievement Test/s, Forms W and X; /Stanford Diagnostic Reading/ Test, Level 1

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00897**

Oliver, Ellice
-- **Survey of Wellington County Elementary School Staff Concerning Professional Development Needs.**
-- Guelph : /Wellington County Board/ of Education, 1976. -- 23 p. (Research report ; 74-13)

SUBJECT

/PROFESSIONAL/ /DEVELOPMENT/ DAYS. /Teacher/s. /Elementary school/s. /Wellington County/ /Program/s. /Attitude/s of /principal/s and teachers -- Comparisons by /grade level/s

ABSTRACT

Type of Study:
Descriptive

Purpose:
To help determine the priorities for future professional development (PD) at the elementary school level in Wellington County.

Sample:
802 staff members of 48 elementary schools; responses received from 574 staff members of 45 schools. Data collected in spring, 1976.

Methodology:
A questionnaire listing 50 PD topics was developed with the help of administrators, consultants, school staff members, and the Professional Development Day committee, and was sent to the schools in the form of computer cards. Sheets for open-ended responses were also sent; 412 were returned. Tables show the percentages of responses for each topic by: grade level taught; role in the system; and the type of PD activity desired by those in different roles. For the 15 highest priority topics, the specific interests indicated on response sheets are summarized in order of priority; for the remaining 35 topics, the specific interests are briefly outlined. Additional topics mentioned and comments concerning PD activity scheduling are also given.

Findings:
1. The 15 highest priority topics were, in order: approaches to /reading/, /mathematics/ /game/s and /activities/, learning (activity) centres, metric, /creative writing/, developing units of study, /spelling/ and /phonics/, the /gifted/ student in the regular classroom, /curriculum development/, organizing /individualized/ programs, project work, /outdoor education/ activities, /research/ skills, /gymnastics/, and /grammar/.
2. Interest in approaches to reading topics decreased from primary to junior and intermediate, interest in the use of /audiovisual/ techniques in the classroom increased. At the junior level, there was greater interest in project work and research skills.
3. There were differences in priorities between groups, such as principals being more interested in effective time management, library resource teachers in research skills, and special education teachers in individualized programs and the role of the /special education/ teacher.

Conclusions:
1. Reading and mathematics topics were given the highest priority.
2. There were differences in interests according to role and grade level taught, and in the type of PD activities seen as desirable.
3. The most frequently mentioned concern with regard to most elementary subject or skill areas was the need for development of county-wide curriculum guidelines.

Tests Included in Document:
Self-made /questionnaire/

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PUBLISHED REPORT **ON00898**

Hilliard, Anne; Oliver, Ellice

-- **The Wellington County Elementary Counselling Program.**

-- Guelph : /Wellington County Board/ of Education, 1976. -- 21 p.

SUBJECT

/PSYCHOLOGICAL/ /ADJUSTMENT/. /Student/s. /Elementary school/s. /Wellington County/
Improvement by /counselling/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To evaluate the effectiveness of a counselling program in the elementary schools at the end of its first year of operation and to assist in the setting of objectives for the second year.

Sample:
11 /principal/s and 37 /teacher/s were randomly selected from the school areas in which the program was implemented.

Methodology:
Self-made structured interview forms were used by the counsellors in the program to collect the data. Response scores are given and responses are quoted. The objectives of the program are outlined and the techniques used are described.

Findings:
1. At the beginning of the school year the majority of principals and teachers noticed students whose /self concept/ was sufficiently poor to interfere with their educational progress.
2. The majority of principals and teachers exposed their students to the elementary counsellor, felt that there had been a noticeable change in some of the students, and noticed that their own approach in dealing with the students had been influenced by the counselling program.
3. The majority of principals, but very few of the teachers, were aware of contacts made by the counsellor between the school and the home and school and community services.
4. The majority of principals and teachers noticed that in their curriculum content there was a change concerning the degree to which their students expressed their feelings and /attitude/s, such as projecting their /emotion/s and empathizing with the characters in stories.
5. The majority of principals and teachers noticed a definite increase concerning the way in which their students were able to express their feelings and attitudes toward each other.
6. There were varied responses to the questions concerning the aspects of the program that were most or least beneficial, and also the means whereby the effectiveness of the program could be increased. Apparently, the program meant different things to the many schools.
7. The major criticism of the program was the lack of adequate time for actual contact with the students.

Conclusions:
The counsellors should be in the school and in the classroom on a frequent and regular basis in order to work with teachers to optimize the total learning environment.

Special Features:
/Bibliography/ -- 5 items

(LR)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PUBLISHED REPORT **ON00899**

Oliver, Ellice; Stevens, Jean; McCall, Robert; McKenzie, Carol
-- An Evaluation of a Developmental Reading and Mathematics Summer School Program.
-- Guelph : /Wellington County Board/ of Education, 1976. -- 24 p. in various pagings.

SUBJECT

/SUMMER SCHOOL/S. /Elementary school/s. /Wellington County/
/Curriculum/ subjects: /Mathematics/ and /reading/. Effects on /academic achievement/ in mathematics and /reading achievement/ of /student/s -- Study examples: /Grade 4/

ABSTRACT

Type of Study:
Comparative

Purpose:
To assess the short-term and long-term effects of a developmental reading and mathematics summer school program at the grade 4 level.

Sample:
Experimental group (E): 40 students randomly chosen from 134 grade 4 students enrolled in summer school from 12 representative County schools. Control group (C): 40 students from the same schools whom it was felt would benefit from attendance at summer school, but who did not attend. Data collected from May to September, 1976.

Methodology:
The Canadian Tests of Basic Skills (CTBS) and the Wellington County Mathematics Test, administered on a county-wide basis during May at the grade 4 level, provided base-line data for both groups. To test the short term effects, self-made tests were administered to E students in July prior to and after treatment; both groups were tested with selected items from the CTBS in September in order to examine the long term effects. Attendance data were collected. A self-made questionnaire, consisting of 12 questions on various aspects of the program rated on a 1 to 5 point scale, was distributed to 29 teachers involved in the summer program; 27 questionnaires were returned. Percentages and ratings are tabulated.

Findings:
1. E students made significant short term gains in the areas of /multiplication/, /division/ and /fraction/s.
2. E students, weak in all four areas of reading tested, made significant short term gains in reading for detail, main idea, and sequence, but there was little change in reading for inference.
3. On a long term basis, the E group did not regress at an educationally significant level in the areas of multiplication, division and fractions; the C group did.
4. The long term reading test results were mixed. E students showed significant gains in reading for detail and sequence, but did not compare favourably in main idea and inference.
5. Summer school attendance was poor.
6. Almost all of the teachers' ratings lay between 2.5 and 3.5 on the 5-point scale. Nevertheless, they were apparently satisfied with the concept of summer school.

Conclusions:
1. /Inservice/ /program/s for summer school /teacher/s should stress broad program strategies.
2. Objectives should be clearly defined, should take into account the short time of the program and should be used as an aid to screening candidates.
3. Evaluation forms should be more clearly related to objectives and should provide greater scope for teachers' comments; /report card/s should be finalized before summer school begins.
4. Planning should begin early in the year and candidate pretesting should be done before the end of June by classroom teachers.
5. /Class size/ should remain small.

Special Features:
/Bibliography/ -- 3 items

Tests Used in Research but not Included in Document:
/Canadian Tests of Basic Skill/s; /Wellington County Mathematics/ Test; self-made tests and /questionnaire/

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00900**

McCall, Robert; McKenzie, Carol; McKenzie, D.; McWilliams, N.; Oliver, Ellice; Stevens, Jean

-- Reports and Recommendations Concerning the Results of the Mathematics, Reading and Academic Aptitude Tests Included in the Wellington County Minimum Testing Program : Kindergarten to Grade 8.

-- Guelph : /Wellington County Board/ of Education, 1976. -- 30 p. in various pagings.

SUBJECT

/STUDENT/S. /Elementary school/s. /Wellington County/
/Academic achievement/ in /mathematics/, /IQ/, and /reading achievement/

ABSTRACT

Type of Study:

Descriptive

Sample:

Over 8,300 students enrolled in /grades 4-8/ in Wellington County schools. Data collected October 1975 to June 1976.

Methodology:

During the academic year, the /vocabulary/, reading, and mathematics problem solving subtests of the Canadian Tests of Basic Skills (CTBS) were administered to grades 4 and 6 students; the Wellington County Mathematics Tests (WCMAT) were administered to grades 4, 6, and 8 students; the Canadian Lorge-Thorndike Intelligence Test (CLT) was administered to grades 4, 5, and 7 students; and the Davis Reading Test (DRT) was administered to grade 8 students. Means, raw score means and ranges and grade equivalent means and ranges are tabulated.

Findings:

1. There was a slight improvement in mathematics from 1975 to 1976 at the grades 4 and 6 levels. The grade 8 test was a revised one, making it impossible to compare the two years.
2. Various areas of weakness in mathematics were noted at the different levels; weaknesses in place values and certain areas of /fraction/s persisted through grades 4, 6, and 8.
3. Wellington County students compared favourably with the Canadian standard of mathematics problem solving as measured by CTBS.
4. In reading, performance in the areas tested in 1976 was as good as or slightly better than that in 1975. Grade 4 students were above the Canadian norm, grade 6 students slightly below it.
5. There were slight gains in mean raw scores for the level of /reading comprehension/ and speed of comprehension subtests of the DRT; county frequency distributions were similar to U.S. norms.
6. The academic aptitude scores assessed by the verbal and non-verbal Canadian Lorge-Thorndike Intelligence Test were quite consistent from 1972 to 1975 at the grades 4, 5, and 7 levels. Verbal scores were slightly below an average of 100, the non-verbal scores were slightly above.

Conclusions:

1. The wide range of achievement levels among schools indicates a need for some /remedial/ assistance, particularly in mathematics.
2. The Ministry of Education should consider developing a provincial test bank to provide external standards for locally developed tests.

Special Features:

1. 1975 test result recommendations and a survey of actions taken
2. Posttest reports and recommendations of the committees responsible for the Wellington County Mathematics Test, grades 4, 6, and 8

Tests Used in Research but not Included in Document:

/Canadian Lorge-Thorndike/ Intelligence Test; /Canadian Tests of Basic Skill/s, Form 1; /Davis Reading Test/, Form 2A; /Wellington County Mathematics/ Test

(LR)

Availability: MF - $0.50; HC - avaialble for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00901**

Oliver, Ellice; Brown, G.; McKenzie, Carol
-- **Wellington County French Immersion Program - Kindergarten and Grade 1.**
-- Guelph : /Wellington County Board/ of Education, 1975. -- 12 p.

SUBJECT

/IMMERSION/ /PROGRAM/S. /French/ /language/. /Kindergarten/ - /grade 1/. /Wellington County/
Effects on /academic achievement/ of /student/s in /English/, French, and /mathematics/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To examine the effects of French Immersion (FI) on the development of English /reading/ and mathematics skills and on /cognitive/ /development/; and to assess the /oral/ French proficiency of FI students.

Sample:
FI students: 25 /male/s and 23 /female/s in Kindergarten (K) and 21 males and 15 females in grade 1, representing approximately half the total enrolment, were randomly selected from 8 FI classes at 3 schools. Regular English (RE) students: 27 males and 31 females in K and 25 males and 21 females in grade 1 were randomly selected. Data collected in 1974-75.

Methodology:
The Otis-Lennon Mental Ability Test was administered to all students in October 1974 and May- June 1975. The Metropolitan Readiness Test (MRT) and the Metropolitan Achievement Test (MAT) batteries were administered in the spring to all K and grade 1 students respectively. The French Comprehension Test (FCT) was administered to K and grade 1 FI students during May-June. Analysis of covariance, tables of raw score means and F-ratios FCT scores are compared with those achieved by FI students at Allenby P.S. in Toronto and at a school in the National Capital Region.

Findings:
1. When scores were adjusted for age and mental ability, the only significant difference between the groups on the MRT favoured the FI students on the word meaning section.
2. RE students significantly outperformed FI students on the word knowledge, word analysis and reading sections of the MAT, as well as on total adjusted raw score. There were no significant differences on the mathematics section.
3. There were no significant differences between the groups on cognitive development as measured by the Otis-Lennon Test.
4. Wellington County students were not as proficient in oral French as students in other FI programs.

Conclusions:
FI had no detrimental effects except on the development of English language skills during grade 1.

Special Features:
/Bibliography/ -- 3 items

Tests Used in Research but not Included in Document:
/French Comprehension Test/; /Metropolitan Achievement Test/ (Primary 1, Form F); /Metropolitan Readiness Test/s (Form A); /Otis-Lennon Mental Ability/ Test

(GC)

Related Records: ON00902

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00902
Oliver, Ellice; Corlett, C.; McKenzie, Carol
-- Wellington County French Immersion Program - Kindergarten and Grade 1, 1975-1976.
-- Guelph : /Wellington County Board/ of Education, 1976. -- 12 p.

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Kindergarten/ and /grade 1/. /Wellington County/ /Immersion/ /program/s. Effects on /academic achievement/ of /English speaking/ /student/s in English, French and /mathematics/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To examine the effects of French Immersion (FI) on the development of English /reading/ and mathematics skills; and to assess the oral French proficiency of FI students.

Sample:
33 /male/s and 27 /female/s in FI kindergarten (K), and 28 males and 30 females in FI grade 1, representing approximately half the total enrolment, were randomly selected from 16 FI classes. 40 males and 20 females in K and 26 males and 32 females in grade 1 of the regular English program (RE) were randomly selected. Data collected May-June, 1976.

Methodology:
The Otis-Lennon Mental Ability Test was administered to all students; the Metropolitan Readiness Test (MRT) was administered in K; the Metropolitan Achievement Test (MAT) battery was administered in grade 1; and the French Comprehension Test (FCT) was administered to FI students. FCT scores were compared with test norms developed by the Bilingual Education Project, OISE. Unadjusted and adjusted raw score means and F ratios are tabulated.

Findings:
1. When raw score means were adjusted for initial differences in age and mental ability, the only significant difference between FI and RE students was on the word meaning section and in favour of the FI group.
2. On the MAT, RE students scored significantly higher than FI students on word knowledge, word analysis, reading and adjusted total raw score means. There were no differences on the mathematics subtest.
3. Wellington County FI students scored close to the test norms for oral French proficiency.

Conclusions:
1. FI K students are as ready to enter an English grade 1 class as RE students.
2. The only detrimental effect of FI was on the development of English language skills during grade 1.

Special Features:
/Bibliography/ -- 3 items

Tests Used in Research but not Included in Document:
/French Comprehension Test/; /Metropolitan Achievement Test/, Primary 1, Form F; /Metropolitan Readiness Test/, Form B; /Otis-Lennon Mental Ability/ Test

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00903

York County Board of Education

-- **The Thornlea Review Program, 1968-69 : A Summary.**

-- Aurora : /York County Board/ of Education, 1969. -- 4 p. (-- /Thornlea review studies/, 1968-1969)

SUBJECT

/SECONDARY SCHOOL/S. /York County/
/Thornlea S.S./ Evaluation

ANNOTATION

The report briefly summarizes the major conclusions of various studies undertaken during Thornlea's first year in operation in order to confirm or reject the calculated hunches underlying the Thornlea program. The components of the program are described and the findings from reports in the following areas are detailed: /student/s' /attitude/s toward selected aspects of school organization and practice, as measured by behavioural and semantic differential questionnaires; /staff/ /job satisfaction/, as measured by a sociometric questionnaire with an attitude inventory; student progress (including /academic achievement/, use of unscheduled time, /independent study/ opportunities and /dropout/ patterns), as revealed by student records and schools' statistical records; and school objectives, as classified by responses to a questionnaire administered to staff, students, and /parent/s.

Tests Used in Research but not Included in Document:
Behavioural and semantic differential /questionnaire/s; attitude inventory

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00904
Morrison, Frances E.
-- **Reading and Mathematics Tests in Ottawa Schools : Local Norms for Grades 4 and 6 (1973).**
-- Ottawa : /Ottawa Board of Education/, Research Centre, 1974. -- 15 p. (-- Research report ; 74-03)

SUBJECT

/STUDENT/S. /Grade 4/ and /grade 6/
/Academic achievement/ (OBE Mathematics Achievement Test) in /mathematics/ and /reading achievement/ (Gates-MacGinitie Reading Tests) -- Study regions: /Ottawa/

ANNOTATION

The report describes the nature of the Mathematics and Reading tests given in grades 4 and 6 of all Ottawa Board of Education (OBE) schools in 1973. The Gates-MacGinitie Reading Test, Primary C level for grade 4 and Survey D for grade 6, and the relation of the subtests to each other and to the Lorge-Thorndike Intelligence Test are considered. The OBE Mathematics Test, developed to inform teachers of abilities in various aspects of the grades 4 and 6 curriculum, are described; analytic charts, showing the level of achievement for each test item, and a classification of item difficulties are included. End of the year percentile norms for mathematics tests in May 1973 and beginning of the year norms for reading tests in October 1973 are tabulated.

Tests Used in Research but not Included in Document:
/OBE Mathematics Achievement/ Test; /Gates-MacGinitie Reading Tes/ts

(MEM)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00905
Halpern, Gerald
-- Amateur Research.
-- Ottawa : /Ottawa Board of Education/, Research Centre, 1974. -- 7 p. (-- Research report ; 74-01)

SUBJECT

/DATA ANALYSIS/. /RESEARCH/

ANNOTATION

The report outlines common pitfalls resulting from unacceptable interpretations of research data in the hope that novice researchers will realize that, once a research need has been identified, the assistance of personnel trained in research design and analysis skills is required in order to avoid the collection of worthless data which can mislead the unwary by offering false support of mistaken beliefs. The pitfalls outlined are: interpretive context; regression fallacy; maturation effects; and selection bias.

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00906

Halpern, Gerald; Kirby, Dennis M.

-- **The French Project : A Description of a Research Project Initiated to Evaluate a Number of Different Programs for the Teaching of French as a Second Language.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1973. -- 24 p. (-- Research report ; 73-18)

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /School/s
/Program/s. /Research/ -- Study regions: /Ottawa/ and /Carleton County/

ANNOTATION

This report is a description of a research project designed to evaluate and compare the effectiveness and costs of 4 programs for teaching French as a /second language/: early /immersion/, later immersion, a /core/ or /traditional/ program, and French as a medium for instruction for specific content areas. The project contains foci for evaluating: immersion at the intermediate level in the Carleton Board of Education (CBE) and the Ottawa Boards of Education (OBE); a core program from Kindergarten to grade 13 in CBE and OBE; teaching French in size-reduced classes at grades 9 and 10 in 5 CBE high schools; the use of other subjects as vehicles for French teaching at primary, junior, and intermediate levels in CBE and OBE; and a bilingual high school in OBE. Also included are an outline of the /testing/ program and a discussion of administrative decisions.

(MEM)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00907**

Cooper, Martin

-- **Personality Factors and Performance in Four Subjects at the Grade Ten Level.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1973. -- 9 p. (-- Research report ; 73-16)

SUBJECT

/PERSONALITY/ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE). /Student/s. /Grade 10/ related to /academic achievement/ in /humanities/ and /natural science/s -- Study regions: /Ottawa/

ABSTRACT

Type of Study:

Methodological; Comparative

Purpose:

To examine scholastic performance in relation to three separate groups of High School Personality Questionnaire (HSPQ) factors.

Sample:

582 grade 10 students in 5 English language Ottawa high schools.

Methodology:

Students' Christmas and Easter marks in English, history, mathematics, and science and their scores on 13 non-intellectual HSPQ factors were collected. The top and bottom 30% of the students were assigned to upper and lower performance groups. Two pairs of criterion groups were identified: 66 students in the upper performance group for each of the 4 subjects constituted the high general performance (HGP) group and 55 students in the low performance group in each subject were the low general performance (LGP) group; students in the upper performance group for English and history but not mathematics and science and students in the lower group for mathematics and science, but not English or history constituted the humanities- oriented (HO) group, while students with the reverse performance constituted the science- oriented (SO) group. F ratios are tabulated.

Findings:

1. HSPQ factors C, G, O, Q2, and Q3, taken together, discriminated significantly between HGP and LGP groups, but did not discriminate between HO and SO groups.
2. When examined separately, factors F and I were shown to discriminate between HGP and LGP students, while factor O was found not to do so.
3. Factors A, F H, and I, taken together, discriminated significantly between HO and SO students; factor F alone did not do so.
4. Factor E discriminated between HO and SO students; the remaining factors, D, J, and Q4 discriminated with neither criterion pair.
5. Of the 2 factors which discriminated between both criterion groups, factor I did so more efficiently for HO and SO groups while Q2 did so more efficiently for LGP and HGP groups.

Conclusions:

1. The typical HGP student in grade 10 can be characterized as emotionally stable, sober, controlled, conscientious and self-sufficient.
2. The typical student who does better in humanities than in science tends to be warm-hearted, obedient, adventurous and tender-minded; the SO counterpart tends to be reserved, assertive and tough-minded.

Tests Used in Research but not Included in Document:

/High School Personality/ Questionnaire

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00908

Brooks, D.

-- Population and Housing Characteristics for the City of Ottawa and Carleton County.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1975. -- 12 p. (-- Research report ; 75-07)

SUBJECT

/POPULATION/. /Ottawa/ and /Carleton County/

/Age/, /birthplace/, education, /ethnic/ /background/, /first language/, /marital status/, /religion/ and /residence/

ANNOTATION

The report presents data from the 1971 census aggregated from special tabulations prepared by Statistics Canada. Tables show the frequency and percentage distributions on 17 variables for the jurisdictional areas of the Ottawa and Carleton County Boards of Education comprising: 10 secondary, 11 intermediate, and 43 elementary areas for Carleton County; and 24 secondary, 18 intermediate, and 54 elementary areas for Ottawa. Population variables presented are: /sex/; marital status; religion; age in years; ethnic background; birth place; period of immigration; knowledge of official languages; mother tongue; language spoken in the home; and level of schooling. Housing characteristics presented are: structural type; use of flush toilet; period of construction; tenure of dwellings; value of single, detached, non-farm, owner occupied dwellings; and monthly cash rent, non-farm tenant occupied dwellings.

(GC)

Availability: MF - $0.50; HC - available for referance from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00909**

Day, J.M.

-- Q.E.D. Parent Questionnaire, 1974-75 : Content Analysis of Comments.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1975. -- 11 p. (-- Research report ; 75-09)

SUBJECT

/GRADE 1/

/Curriculum/, /teacher/s and /teaching method/s. /Attitude/s of /parent/s

PARENTS. Grade 1

Attitudes to /junior kindergarten/ and /kindergarten/ /program/s -- Study regions: /Ottawa/

ABSTRACT

Type of Study:

Descriptive

Sample:

2157 parents of all grade 1 students in Ottawa Board schools who had been tested for the Quality Education Demonstration (QED) program; 1790 parents (86%) responded. Data collected in September and November 1974 and January 1975.

Methodology:

The QED parent questionnaire was administered. The questionnaire provided space for comments on the questionnaire itself and-or grade 1 education. 363 parents (20%) commented. Recurrent themes are outlined.

Findings:

1. Parents were generally satisfied with grade 1 teachers. There was no criticism of particular teachers, but some of teachers generally.
2. The few criticisms of the grade 1 program centred on overly large classes, lack of challenges in the curriculum and insufficient time spent on physical education, music or other creative activities.
3. The /phonics/ /method/ of teaching /reading/ received much approval.
4. Most felt that the schools had good discipline.
5. 15% of those commenting mentioned French programs, most expressing approval of immersion French or complaining that core French lessons weren't long enough.
6. The tri-entry /admission/ system was strongly criticized.
7. Kindergarten, both junior and senior, was criticized more than praised, with parents feeling that 2 years of play were unnecessary or not motivating or stimulating enough.
8. 17% of the comments were on the QED questionnaire and study and ranged from hostility and suspicion to praise and thanks.
9. The greatest proportion of comments (18%) were of a personal nature, amplifying a questionnaire response or commenting on a student's personality or disability or on a marital or home situation.
10. There was some indication of a lack of communication between parents and teachers.

Tests Used in Research but not Included in Document:

/QED/ parent /questionnaire/s

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00910**

Day, J.M.; Lokan, Janice J.

-- **Grade One Classrooms and Their Resources : A Report of the Survey of Resources Which Was Carried Out In Grade One Classrooms During 1972-74 as Part of The Q.E.D. Study.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1975. -- 27 p. in various pagings. (-- Research report ; 75-10)

SUBJECT

/TEACHER/S. /Grade 1/

/Attitude/s to /class size/, /equipment/, /program/s, /resource/ /personnel/ and /teaching aid/s -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To examine the availability and use of resource personnel and resource materials for classroom teachers.

Sample:
97 grade 1 teachers in the Ottawa Board of Education. Data collected 1973-74.

Methodology:
Self-made questionnaires were administered to teachers in their classrooms by Quality Education Demonstration (/QED/) testers. The 25 questions were also aimed at class size, grade levels, classroom organization, school maintenance, and teacher expenses. Response frequencies are tabulated.

Findings:
1. 81% of the teachers replied that they could obtain the help of a resource person.
2. 85 of the 97 were satisfied with their supplies.
3. Most teachers had classroom libraries and nearly all teachers had access to most types of /audio visual/ equipment, though record players and tape recorders were found in classrooms more often than radios and television sets.
4. Most time was spent on reading and number concepts, least time on physical education.
5. Teachers agreed that more funds were needed for reading materials, structured mathematics equipment, educational games and puzzles and art and craft supplies.
6. 50% of the teachers felt that their classes were too large.
7. 95 teachers agreed that school maintenance was good.

Conclusions:
1. Although the availability and use of resource materials and personnel is quite extensive, teachers maintain that certain types of resources are lacking.
2. The need for supplies is greater in the English program than in the French Immersion Program.

Tests Used in Research but not Included in Document:
Self-made /questionnaire/

(JP)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00911

Lokan, Janice J.

-- Make a Tree : A Test of Divergent Pictorial Production in Young Children.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1975. -- 17 p. (-- Research report ; 75-12)

SUBJECT

/COGNITIVE/ /ABILITY/. /Student/s. /JK-grade 1/
/Visual measure/s: Make a Tree -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Methodological

Purpose:
To test 'Make a Tree' as a suitable measure of divergent pictorial production, for inclusion in the Quality Education Demonstration project (/QED/).

Sample:
77 students from 5 junior kindergarten (JK) classes, 145 students from 8 senior kindergarten (SK) classes, and 175 students from grade 1, selected from 8 elementary schools representing combinations of socioeconomic status of school sending-areas and student /achievement/ in previous QED tests. Data collected February 1975.

Methodology:
Outside K and Grade 1 teachers administered the test to groups of about 5 students in rooms other than their regular classes. Each student constructed a tree in 10 minutes using 100 mosaic stickers, then was asked 3 questions about the picture. Several days later, with the first tree visible, he was asked to construct a second as different as possible to the first. Appropriateness, unusualness and degree of difference scores on a 5 point scale were assigned independently. Results were compared to U.S.norms based on 3,000 4-5 year-olds.

Findings:
1. The students enjoyed the test.
2. Lack of understanding, especially on the second occasion, and random patterning was more prevalent in JK.
3. The test was easy to administer although problems arose in assembling students and finding privacy to ask the questions.
4. The test presented no problems to children with little English or reversal problems, but JK students with motor problems experienced difficulty in handling the materials.
5. Tests were scored reasonably quickly and were reliable.
6. As with the US results, means for all groups on all dimensions fell below the middle of the range, scores increased with grade, and there were no significant /sex/ differences.
7. Amount of time spent in /preschool education/ was significantly related to grade 1 appropriateness and unusualness scores and tended to relate to difference scores; performance on all dimensions was related to socioeconomic indices for SK and grade 1 students.
8. Appropriateness and unusualness scores correlated very moderately with scores on /mathematical concept/s, /computation/, and /beginning reading/.

Conclusions:
1. The test is suitable for use with SK and grade 1, and should be administered by regular teachers in their classrooms to groups of about 5.
2. The dimensions measured are either independent of or slightly associated with the more conventional cognitive abilities measured by reading and mathematical tests.

Tests Included in Document:
/Make a Tree/

(MEM)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00912

Johnson, E.M.

-- Learning In Grade 1 : Changes in Classroom Achievement from September 1973 to June 1974 On All Q.E.D. Tests.
-- Ottawa : /Ottawa Board of Education/, Research Centre, 1975. -- 25 p. (-- Research report ; 75-01)

SUBJECT

/STUDENT/S. /Grade 1/
/Academic achievement/ in /mathematics/, /attitude/s to /authority/ and /school/, /motivation/, /reading achievement/, /self esteem/ and /social/ /adjustment/ -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Descriptive

Sample:
55 schools containing all 98 Ottawa grade 1 classes, including French Immersion, which contained 8 or more students designated as grade 1 or readiness. Data collected 1973-74.

Methodology:
Non-cognitive tests used in 1972-73, the first year of the Quality Education Demonstration (QED) program, were revised; cognitive tests remained the same as in 1972-73. The tests were administered in September on the first full day of post-kindergarten schooling and again in June. Each student took only half the tests. The mean (average) score for all students in a class taking a particular test was considered the class score. Classes were rank ordered and divided into 3 groups for plotting separate graphs for each test or subtest, which show the distribution and mean of class scores in September and June. Scores are compared to those obtained during the 1972-73 testing which used a smaller sample and did not include French Immersion students.

Findings:
1. The non-cognitive scores were already high in September, particularly in /learning/ and self worth, leaving little room for improvement. There were significant increases, however, in scores for values, health and safety, respect for authority and adjustment to a larger social group.
2. Mathematics concepts scores were high in September, with an average class score of 58%. This rose to 79% in June.
3. The mathematics computation test and the reading comprehension tests were too difficult in September but were appropriate for June testing.
4. Knowledge of letter names and sounds was very high in September and approached 100% by June.
5. The word knowledge and word discrimination tests were the most appropriate of the reading tests, with a wide range of scores in both fall and spring.
6. The only significant differences between the 1972-73 and 1973-74 scores were that the 1973- 74 scores in the fall were significantly higher for word knowledge, comprehension B and reading total.

Tests Used in Research but not Included in Document:
/QED Test/s, cognitive and affective

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00913

Halpern, Gerald

-- **Principal Selection Studies.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1975. -- 18 p. in various pagings. (-- Research report ; 75-02)

SUBJECT

/PRINCIPAL/S. /Secondary school/s

Candidates for Principals' Course. /Selection/ -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To review four studies undertaken to ensure that procedures for selecting candidates for a Principals' Course were consistent for all applicants regardless of the team interviewing them.

Methodology:
In the first study (S1) conducted in 1968, 2 /interview/ing teams saw 12 candidates each and compiled individual rank orders; analysis consisted of intercorrelations between status interviewers and between the 2 teams and a third superintendent not involved with either team. For the second study (S2), an experimental design and rating forms were developed; 3 interview teams, to each of which 10 candidates were randomly assigned, rated applicants on 10 traits.
The procedure in the third study (S3) was the same as in S2, but 27 applicants were randomly assigned to 3 teams and the 10 traits were factor analyzed. In the fourth study (S4), S2 procedures were followed; 48 applicants were assigned to 4 teams, the factor analysis of traits was repeated and a study of the construct validity of the factors was undertaken. In S4, applicants also completed a self rating inventory and a Leadership Opinion Questionnaire (LOQ). Tables show: analysis of variance for S2, S3, and S4; intercorrelation matrices and rotated and unrotated factor loadings; and LOQ means and standard deviations.

Findings:
1. There were no significant differences between teams in S2, but there were in S3 and S4.
2. There were status differences (/superintendent/s giving lower scores) in S2, but not in S3 or S4.
3. It seemed appropriate to convert raw scores to z scores to ensure that applicants neither benefited nor suffered as a function of the interviewing team.
4. Three stable factors which emerged were: overt intelligence, person orientation and task orientation.
5. There were moderate to high intercorrelations among the factor scores; factor scores and LOQ scores did not correlate.

Conclusions:
1. Applicants should be assigned interview times following procedures laid down.
2. Judgements should be expressed in numerical terms and converted to z scores.
3. Judgements should be made with respect to the 3 factors rather than the 10 traits. Graphic rating scales should be prepared for each of the factors and interviewers should record the reasons for their judgements.

Tests Used in Research but not Included in Document:
/Leadership Opinion Question/naire; self-made rating scales

(GC)

Related Records: ON00926

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00914**

Morrison, Frances E.

-- **Mathematics Tests in Ottawa Schools : Local Norms for Grades 5 and 7 (Fall 1974).**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1975. -- 11 p. (-- Research report ; 75-04)

SUBJECT

/TEST/S. /Mathematics/. /Grades 5-7/. /Ottawa/
OBE Mathematics Achievement Test. /Norm/s

ABSTRACT

Type of Study:
Descriptive

Sample:
2,284 grade 5 and 2,253 grade 7 students in fall 1974. 2,477 grade 6 students in spring 1974.

Methodology:
A revised version of the Ottawa Board of Education Mathematics Achievement Test (OBEMAT) given to grade 4 students in spring 1974 was administered to the grade 5 students at the beginning of the 1974-75 year. Grade 7 students received the same OBEMAT administered to the grade 6 students the previous spring. Score ranges, percentile ranks, means and standard deviations are tabulated for the grades 5, 6, and 7 students. An analytic chart for the junior- intermediate level gives an outline of the test objectives and items and the per cent of correct responses for the grade 6 and 7 students. The analytic chart for the primary-junior level shows the approximate range of the percentage of correct answers to each item for two 10% samples with score distributions similar to those of the entire city.

Findings:
The year mean for grade 6 was 28.2; the beginning of the year norm for grade 7 was 25.0. This decline was greater in skill areas than in concepts or problem solving.

Tests Used in Research but not Included in Document:
/OBE Mathematics Achievement Test/

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00915**

Morrison, Frances E.

-- **OBE Mathematics Achievement Tests : Grades 8 and 9, With Local Norms for Grade 9 (Fall 1974).**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1975. -- 10 p. (-- Research report ; 75-05)

SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /Grade 9/. /Ottawa/
/Academic achievement/ (OBE Mathematics Achievement Test) of /student/s

ANNOTATION

The report outlines the city-wide testing program for grades 4-9 undertaken at the beginning of the year and discusses briefly the OBE Mathematics Achievement Test (OBEMAT), a revision of the Diagnostic Test in Mathematics (DTIM) used since 1969 and given to all grade 9 students in September, 1974. Tables show: the number of items in each content category for the two versions of the test; the per cent of correct answers for each item in each content category for the 3,035 English speaking students who took the test in September, 1974; overall mean and standard deviation; the responses of one grade 9 student to each group of items; beginning of the year percentile equivalents for any raw score on the OBEMAT; and grade 9 percentile norms, means, standard deviations, Ns and the number of schools for the DTIM in September, 1970 and September, 1973. Included are notes on how to interpret the data for individual schools.

Tests Used in Research but not Included in Document:
/OBE Mathematics Achievement Test/

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

Day, J.M.

-- **Characteristics of Grade One Teachers and Classrooms, 1974-75 : A Report of Findings From the 1974-75 Q.E.D. Teacher Questionnaire.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1976. -- 33 p. (-- Research report ; 76-06)

SUBJECT

/TEACHER/S. /Grade 1/
  /Qualification/s, /experience/ and /attitude/s to /class management/
GRADE 1
  /Equipment/, /teaching aid/s and /teaching method/s -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Descriptive

Sample:
All 95 grade 1 teachers in the Quality Education Demonstration (QED) Study, 1974-75; 91 (96%) responded. Data collected May 1975.

Methodology:
A 10-page, self-made questionnaire, largely based on the Circus Educational Environment Questionnaire, was distributed. School records sometimes replaced the non-responders. Comparative data were taken from the 1973-74 QED teacher questionnaire. Frequency and percentage distributions and crosstabulations are tabulated.

Findings:
1. 85% taught in selfcontained /classroom/s, with an average range of 23-30 students; 20% of classes contained only grade 1 students, 80% had combinations of grade 1, grade 2, and readiness students.
2. On an 84 point scale measuring the flexibility of classroom organization for mathematics and reading (where 84 was least flexible), most teachers scores 40-59, with no significant relationship indicated between flexibility and years of teaching experience.
3. 86% of teachers were satisfied with 66-100% of the aspects of teaching mentioned. 48% thought the classes were too large; 53% felt too much time and energy was spent on activities other than teaching.
4. A wide range of educational viewpoints showed almost unanimous agreement on the need for more male primary teachers, the need for frequent praise of neatness, and the students' appreciation of firm discipline; and widely divergent opinions on the source of most class problems, the best balance between teacher-class and interstudent communication, and the importance of social and emotional, as opposed to intellectual development.
5. 59% of teachers were at level 2 or 3 and had 3-10 years total teaching experience. 79% had taught at 1-5 schools and had 1-8 years grade 1 teaching experience. Most had had 13-17 years of formal education and about 50% had recently taken useful additional training; courses in psychology and sociology, primary education and methodology, and remediation of emotional and learning problems were the most desired.
6. Most teachers had classroom use of art supplies, record players, moveable extra chairs and work tables, and a classroom library. School libraries were accessible but less used than classroom collections, while pianos and animals were less often available.

Tests Included in Document:
/QED/ Programme Teacher /Questionnaire/

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00917**

Martin, J. Carol

-- The Credit System : A Survey of Some Attitudes in Ottawa Board of Education High Schools.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1976. -- 19 p. in various pagings. (-- Research report ; 76-08)

SUBJECT

/CREDIT SYSTEM/. /Secondary school/s

/Attitude/s of /student/s, /parent/s, /teacher/s and /principal/s. Study regions: /Ottawa/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To examine the attitudes of students, parents, and professional educators toward the present Ottawa high school system.

Sample:

25% of grade 10 and grade 12 students and their parents; 25% of teachers, all principals and vice-principals in 15 English-language and 5 French-language high schools. Data collected April 1976.

Methodology:

3 questionnaires in two languages were administered to students, parents, principals, vice- principals and teachers. Questionnaire items related to /course/ /selection/, /diploma/ /criteria/, and the idea of /compulsory/ /core/ /subject/s. Tables.

Findings:

1. 9 to 20% of students and parents did not favour the present credit system, 33 to 63% strongly favoured it; 68 and 75% of teachers were also in favour of it.
2. Over one-half of parents and students agreed with diploma requirements, over two-thirds of teachers and English-language principals would like to see stricter requirements.
3. The majority of teachers, parents, principals and senior students felt there was not enough emphasis on reading and mathematics.
4. Only 2 to 4% of parents and students felt that inappropriate course selections were made.
5. Permission from parents to take certain courses did not offer problems for students.
6. Timetabling courses presented a problem for 40% of the French grade 12 students and 35% of the English grade 12's.
7. Three-quarters of the teachers felt that in order to secure an adequate enrolment they had to 'sell' their courses.
8. The majority of respondents agreed that the credit system offered flexibility and freedom; others found there was too much freedom and students were possibly inclined to take easy courses.
9. Half the English parents and two-thirds or more of other respondents felt student /absenteeism/ and class cutting were general problems.
10. Reporting of individual progress was felt to be adequate, but student standing relative to other students in other schools was thought to be hard to know.
11. Over 50% of most groups felt common /examination/s should be offered or required in grade 13; there was no consensus on who should set the examinations.
12. 25-50% of respondents expressed a willingness to have alternative high schools.

Conclusions:

Respondents are generally in favour of the credit system, and are satisfied with the form of education in Ottawa high schools.

Tests Used in Research but not Included in Document:

Self-made /questionnaire/s

Notes:

Paper summarizing findings of ON00932

(JP)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

308

PROCESSED REPORT **ON00918**

Halpern, Gerald; Mori, George

-- An Analysis of Interviewer's and Principal's Ratings.

-- Ottawa : /Ottawa Board of Education/, Research Office, 1970. -- iii, 22 p. (-- Research report ; 70-01)

SUBJECT

/PRINCIPAL/S. /Secondary school/s

Candidates for principals' course. /Selection/ by principals compared with /interview/ teams -- Study regions: /Ottawa/

ABSTRACT

Type of Study:

Comparative

Sample:

28 applicants for the Dept. of Education's annual secondary school principalship course. 3 interview teams each composed of a superintendent, a principal, and a vice-principal.

Methodology:

Applicants were randomly assigned to the interview teams and were rated on 10 attributes. Each team rank ordered their applicants; the ratings were then pooled to obtain an overall ranking. Final rankings were established following a z-score transformation. An analysis of variance was performed. The principals of the applicants completed identical rating forms and these were compared to the team rankings. Raw scores, Z scores, and averages are shown in tables and graphs.

Findings:

1. There were significant differences between teams, but not between status levels; interaction effects were negligible.
2. The transformation to z-scores effectively compensated for the rating differences between teams.
3. There were no significant differences between the principals and team raters for acceptability categories nor, with one exception, for trait scores.

Conclusions:

The use of the z-score transformation is necessary to compensate for differing standards of evaluation among teams.

Special Features:

/Bibliography/ -- 4 items

Tests Included in Document:

Self-made rating forms

(MEM)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00919**

Ottawa Board of Education. Research Office.

-- **A Model for Evaluating Alternative Reallocation Time Schedules. Part I : Objectives, Procedures, and Summary Findings. Part II : Findings, Tables, and Figures.**

-- Ottawa : /Ottawa Board of Education/, Research Office, 1970. -- 84 p. in 2 vols. (-- Research Report ; 69-05)

SUBJECT

/STUDENT/S. /Secondary school/s
  /Placement/s. /Model/s
/EDUCATIONAL/ /FACILITIES/. /School/s
  /Planning/. Models -- Study regions: /Ottawa/

ABSTRACT

Type of Study:

Methodological; Descriptive

Purpose:

To develop a general model for integrating school system facilities and demands by examining the student allocation implications of decreasing the number of school places available.

Sample:

The population of Champlain High School (School X), about to be eliminated as a locus of education for English language students. Data collected spring 1970.

Methodology:

Data were collected from school records concerning: /enrolment/ by course, grade, previous school and in total; the approximate distances from students' homes to School X and to neighbouring secondary schools; and the grade 8 enrolment at local feeder schools. Calculations were based on a core sample excluding students not in 4- or 5-year programs, students living excessive distances from School X, or students having grade 8 instruction in French.

2. Chi square and other analyses produced density distributions across grades and programs, and assessed the stability of these results. 2 formulae applied to these data produced similar results allowing an estimate of the composition of the 1970-71 grade 9 class based on grades 10- 12 statistics and in terms of program and size. The estimate was assumed to be valid, converted to density distributions and used as data in further calculations.

3. Superimposition of templets of appropriate boundary divisions upon sets of density distribution plots simulated the reallocation of School X students to nearby schools by 6 different time schedules. Mean distances from students' homes to School X and to nearby schools, and the discrepancies between the number of students to be reallocated and the number of spaces available at each school were calculated and compared. Reallocation was repeated excluding School Y, known to be full to capacity, and considering a new program to be offered at School Z (including and excluding School Y). Tables, graphs, and maps show frequency and percentage distributions and distances.

Findings:

1. The distributions of students over the 3 major programs were stable over grades 10-12 and over the past 5 years of grade 9 students, and distance distributions for students over the 3 programs were stable over grades 10-12 and, pooled over the 3 programs, stable over grades 9-12.

2. The mean distances from students' homes to their reallocation school and to School X were equal when all nearby schools were involved in reallocation. If School Y was excluded, the mean distance from the home to the reallocation school was 1.6 times as far as to School X.

3. If an additional course was offered at School Z, and School Y was included in reallocation, the mean distance from the home to the reallocation school was .89 times as far as to School X; if School Y was not considered, the mean distance was 1.32 times as far as to School X.

4. In order to avoid negative discrepancies between the number of students reallocated and the number of spaces available at a given school, and to minimize the mean /home to school distance/, immediate boundary changes would be needed. Depending on the stress placed on this distance, the 6 time schedules for reallocation were viable from 0.3 years before boundary changes were necessary.

Conclusions:

The report can be used as a general model for integrating educational facilities and demands.

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00920**

Halpern, Gerald

-- Are You Satisfied With Your Interviews?

-- Ottawa : /Ottawa Board of Education/, Research Office, 1969. -- 17 p. (-- Research report ; 69-03)

SUBJECT

/PRINCIPAL/S. /Secondary school/s

Candidates for /Principals' Course/. Selection -- Study regions: /Ottawa/

ABSTRACT

Type of Study:

Comparative

Purpose:

To determine the fairness to applicants of procedures for selecting teachers for a high school principalship course.

Sample:

30 high school /teacher/s, self-nominated applicants for principalship course; 3 interview teams, each composed of a /superintendent/, principal and /vice-principal/.

Methodology:

Team 2 was given a 2 hour training session prior to the /interview/s, and each member of the team was assigned responsibility for concentrating on specific attributes. Applicants were randomly assigned to 30 time-slots. Interviewers reviewed information from personnel files on each applicant prior to the interview. Interviewers rated applicants on 10 attributes during or after the interview: the team discussed the ratings for 10 minutes, then completed a second individual rating. After all interviews were completed, the team rank ordered applicants and then met to do an overall rank ordering by 3 methods: group discussion and combination of team rankings; one person using only data from personnel files; and statistical manipulation of team rankings which turned each applicant's score into a 'Z' score indicating how far above or below his own team average an applicant ranked. Tables, graphs.

Findings:

1. There were no statistically significant differences between the average ratings of each team.
2. Superintendents as a group gave lower ratings than the lower status interviewers.
3. The previously trained team tended to lower its ratings a statistically significant amount after discussion.
4. Lower status interviewers did not alter their ratings to match the higher status interviewers' ratings.
5. Overall ranking methods 1 and 2 disagreed on 4 of the first 7 choices; methods 1 and 3 disagreed on 2 of the first 7 choices.

Conclusions:

1. Interviewing teams were equally fair to applicants.
2. Differences in applicants' scores resulting from imbalanced teams can be negated by transformation to Z scores.
3. Specialization within a team may lead to an alteration of ratings after discussion.

Tests Included in Document:

Self-made /rating scale/

(CL)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00921**

Wilson, Marilyn

-- A Pilot Study of the Effectiveness of Small Group Counselling Procedures.

-- Ottawa : /Ottawa Board of Education/. Research Office,. 1969. -- 17 p. (-- Research report ; 69-02)

SUBJECT

/UNDERACHIEVER/S. /Secondary school/s
/Academic achievement/. Effects of /T group/s
Academic achievement related to /attitude/s to /school/ -- Study regions: /Ottawa/ -- Study examples: /Grades 11-12/

ABSTRACT

Type of Study:
Pilot; Experimental

Sample:
11 volunteers from 15 selected /male/ underachievers, 5 in grade 11 and 6 in grade 12, divided into 2 treatment (T) groups. 2 control groups were matched for IQ, previous grade point average (GPA), grade and program. Data collected spring 1969.

Methodology:
The choice of, and instructions to the T groups were designed to maximize positive results. T groups attended 14 weekly /counselling/ sessions of about 75 minutes each, conducted by an experienced counsellor. During the final week of classes, T and control groups wrote 3 tests: attitude towards school, concept meanings, and the education scale. T groups made written comments on the sessions, using provided topic guidelines. The Christmas and June GPAs were collected for all groups. Tables and graphs show averages, means, standard deviations.

Findings:
1. Conversation in T 11 was at a maximum at the start and a minimum at the end of the sessions, and in T 12 was continually stifled by 1 students. T 11 requested further sessions.
2. Between Christmas and June, the mean GPAs dropped 4 points for T11 and rose 4, 2, and 3 points for T 12 and the control groups, respectively.
3. The mean scores on the attitude to school scale were 47.6 for T 11, 36 for T 12, and 35.1 and 38.7 for the control groups.
4 On a semantic differential test concerning /self concept/, high school attended, and ideal high schools and teachers, the T groups had higher mean responses than the control groups.
5. On a scale measuring satisfaction with school, T 11 had the lowest mean responses overall and for /motivation/ and /hygiene/ factors.
6. The T groups had a high consensus concerning the desired size, grade, and sex composition off the group, duration of the sessions, and discussion topics.

Conclusions:
1. Inconclusive results do not indicate the relationship between the experience of small group counselling and academic achievement.
2. A relationship between attitudes to school and academic achievement does not necessarily exist.
3. Repeated discussion of the inadequacies of school and the student's performance has a negatively reinforcing effect.
4. Topics discussed, the amount of counsellor control and the degree of group structure are important variables of group sessions.
5. Further research should investigate the causative and resultant relationship between dissatisfaction with school and academic underachievement.
6. Small group sessions are an effective means of discovering student problems.

Special Features:
/Bibliography/ -- 3 items

Tests Used in Research but not Included in Document:
/Attitudes Toward School/; /Concept Meanings/; /Education Scale/

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00922**

Ottawa Collegiate Institute Board. Research Office
-- Subject Promotion in Ottawa Secondary Schools : 1968-69.
-- Ottawa : /Ottawa Collegiate Institute/ Board, Research Office, 1969. -- 16 p.

SUBJECT

/FLEXIBLE/ /PROGRESSION/. /Student/s. /Secondary school/s
compared by /grade level/s, /program/s and schools -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Comparative

Sample:
The 22,845 students in 19 of the 20 secondary schools of the Collegiate Institute Board of Ottawa: 5,956 in grade 9; 5,172 in grade 10; 4,803 in grade 11; 4,318 in grade 12; and 2,596 in grade 13. 132 were in the /1-year/ program; 320 in the /2-year/ program; 7,004 in the /4- year/ program; and 15,389 in the /5-year/ program. Data collected June 1969.

Methodology:
Each student's program was examined and classified according to 4 subject promotion categories: all courses at the same grade level as grade of enrolment (S); 1 or more courses at a higher level (H); 1 or more courses at a lower level (L); and 1 or more courses at a higher level and 1 or more courses at a lower level (M). Proportions of students in each category were determined by school and grade; grade, program length; program type; and overall. The results are presented in tables.

Findings:
1. Differences in degree of subject promotion occurred between schools, grade levels, program length, and program type.
2. 1 in 5 students in the sample took courses outside their grade level in 1968-69.
3. There were: 91% S and 9%H in grade 9; 79% S, 7% H, 12% L, and 2% M in grade 10; 75% S, 11% H, 12% L, and 2% M in grade 11; 65% S, 10% H, 23% L, and 2% M in grade 12; and 79% S, and 21% L in grade 13.
4. There were 97% S, 1% H, and 2% L in the 1-year program; 88% S, 9% H, and 3% L in the 2-year program; 87% S, 4% H, 8% L, and 1% M in the 4-year program; and 74% S, 10% H, 14% L, and 2% M in the 5-year program.
5. Of all 22,845 students, 79% were S, 8% were H, 12% were L, and 1% were M.

Conclusions:
1. Several schools in Ottawa are experimenting with newly permitted organizational procedures involving subject promotion.
2. Subject promotion increases in frequency over grade levels.
3. Students in the 5-year program are more apt to have subject promotion.
4. Comparable figures from other Ontario school boards would be useful.

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00923**

Kassirer, Eve

-- Professionalization of the Teaching Occupation.

-- Ottawa : /Ottawa Collegiate Institute/ Board, 1969. -- 14 p.

SUBJECT

/TEACHER/S. /Secondary school/s
/Career/s and continuing /professional education/ Influence of /OSSTF/
/Professional recognition/ -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Longitudinal

Purpose:
To determine whether the /occupational structure/ of the secondary school /teaching profession/ increased its level of professional recognition and if so, how it was done.

Methodology:
For this content analysis study spanning the period 1958-68, and using the case of one public secondary school system, data were collected from: the minutes and other public records of both the Ontario Secondary School Teachers' Federation (TF), District 26, and the Collegiate Institute Board of Ottawa; and from the Ottawa Journal and Ottawa Citizen newspapers.

Findings:
1. In its drive toward increased professionalization, the TF effected an increase both in the knowledge base and in the career patterns of the occupational structure of teaching.
2. The percentage of teachers upgrading their categories increased from .5% to 52%, but of these only 19% upgraded to the full potential of 3 categories and 58% upgraded only one, indicating that the educational bureaucratic structure seemed to hinder the upgrading process.
3. In contrast to upgrading, updating was facilitated by the educational structure through conventions, short university courses and financial assistance.
4. There was a trend to increased career patterns based on increased /specialization/ in the form of an expanded category classification (from 2 to 4) and increased division of labour (from 2 basic positions to 8).
5. The Board made adaptations in the educational structure in response to decisions and demands of the TF, a professional group.
6. By effecting needed changes in career patterns against the better judgement of the Board and principals, the teaching occupation demonstrated that it was qualified to make decisions about its own work and therefore justified in expecting a large decision-making role in the educational power structure.

Conclusions:
An increasing knowledge base and career base supported by a professional group are key factors in increasing an occupation's level of professionalism.

(TO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00925**

Ottawa Collegiate Institute Board. Research Office

-- **Ottawa Norms : Henmon-Nelson Test of Mental Ability, Form A; Differential Aptitude Tests, Form L.**

-- Ottawa : /Ottawa Collegiate Institute/ Board, Research Office, 1968. -- 19 p. (-- Research report ; 68-07)

SUBJECT

/IQ/. /Student/s. /Grade 9/. /Ottawa/

/Test/s: Henmon-Nelson Tests of Mental Ability and Differential Aptitude Tests. /Norm/s -- Comparisons by /program/s and /sex/

ANNOTATION

The report presents percentile norms and summary statistics, by sex and program, for the Henmon- Nelson Tests of Mental Ability and the Differential Aptitude Tests for verbal reasoning, numerical ability, abstract reasoning, clerical speed and accuracy, space relations, spelling and grammar. Norms are based on the scores of English speaking students enrolled in grade 9 for the first time during September, 1968. Also included is an explanation of what a norm table is, how it is constructed and how it is used. Discussed are: raw scores, frequencies, percentages, cumulative frequency, percentiles, P-Band and the summary statistics of distribution, number of scores, mean and standard deviation. Tables.

Tests Used in Research but not Included in Document:

/Differential Aptitude Test/s; /Henmon-Nelson Tests of Mental/ Ability.

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00926**

Halpern, Gerald; Willis, H.L.

-- Relationships Among Applicant Ratings.

-- Ottawa : /Ottawa Collegiate Institute/ Board, 1968. -- ii, 10 p. (-- Research report ; 68-05)

SUBJECT

/PRINCIPAL/S. /Secondary school/s
Candidates for Principal's Course. /Selection/ -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Comparative

Purpose:
To investigate the degree of agreement between different sets of judges who used ranking procedures for selecting executives.

Sample:
1 independent superintendent (SA) and 2 /interview/ing committees each chaired by a /superintendent/ (SB and SC) and composed of 1 principal, 1 /trustee/, 1 /vice-principal/, and 1 /teacher/. Data collected in January 1968.

Methodology:
Each committee interviewed and assigned ratings to 12 applicants for the Secondary School Principals Course. Committees were provided with biographical information, principals' comments, a set of suggested questions, a list of suggested behaviours and criteria to be considered and a statement of criteria that need not be considered. As well as serving on the committees, SB and SC evaluated all applicants independently. SA also rank ordered the applicants. Overall rankings were examined and reranked within committee clusters. Correlations are tabulated.

Findings:
1. The amount of agreement actually existing between SB and SC and their committees was impossible to know from the rankings obtained. The correlation between the combined SB and SC and either committee was inflated since the same person contributed to both sets of rankings and since that person was both superintendent and committee chairman.
2. There was more agreement between SA and the other superintendents than there was between SA and either committee plus a superintendent, or between a pair of superintendents and a committee plus one superintendent.
3. The greatest amount of agreement existed among the superintendents, the least between a committee alone and the superintendents.
4. There was a high degree of relationship (.73) between ranks assigned by SA and those assigned by a combination of SB and SC.

Conclusions:
1. Superintendents agree more among themselves than they do with committees when ranking applicants for a principals course.
2. A correlation coefficient can be a gross overestimate of what one is trying to measure.
3. Future selection committees should operate so as to maximize the independence of each person's ratings.

Special Features:
/Bibliography/ -- 4 items

(GC)

Related Records: ON00913

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00927**

Halpern, Gerald; Armstrong, D.C.

-- Merivale Males and the CAHPER Tests

-- Ottawa : /Ottawa Collegiate Institute/ Board, Research Office, 1968. -- 10 p. (-- Research report ; 68-06)

SUBJECT

/PHYSICAL/ /FITNESS/ (CAPHER Fitness Performance Tests). /Male/ /student/s. /Grade 10/ and /grade 12/
Study regions: /Ottawa/ -- Study examples: /Merivale H.S./

ABSTRACT

Type of Study:
Comparative

Purpose:
To compare the /performance/ of males in grades 10 an[illegible]2 with national norms for the Canadian Association for Health, Physical Education and Recreation (CAHPER) tests.

Sample:
489 males in grade 10 and 725 males in grade 12 at Merivale. Data collected in 1967-68.

Methodology:
Grade 12 males took all six tests; grade 10 students did not take the 300 yard run and substituted the long jump for the standing broad jump. The tests were administered during regular /physical education/ classes. Norms were prepared for each grade level and compared with each other and with national means for 15 and 17 year old males. Means, percentiles and significant differences are tabulated.

Findings:
1. Of the four tests that both groups took, grade 10 males performed better than the grade 12 students on one, poorer on a second and similarly on the remaining two.
2. The performance of the grade 10 students was superior to the national 15 year old sample on all four comparisons.
3. Compared with the norms for 17 year olds, the grade 12 males performed better on four tests and the same on two.
4. The difference between grade 10 and 12 performance was less than the difference between 15 and 17 year olds.

Conclusions:
1. Merivale students generally scored higher than the national sample, with the differences being more pronounced for grade 10.
2. The small difference between grade levels may be due to the grade 10 students receiving more training prior to testing or to blasé attitudes towards testing by grade 12 students.

Tests Used in Research but not Included in Document:
/CAHPER Fitness Performance/ Tests

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00928**

Wilson, Marilyn; Halpern, Gerald; Kohlman, E.

-- Student Mobility and Grade 13 Performance.

-- Ottawa : /Ottawa Collegiate Institute/ Board, Research Office, 1968. -- 69 p. (-- Research report ; 68-04)

SUBJECT

/MOBILITY/. /Student/s. /Secondary school/s

Effects on /academic achievement/ -- Study regions: /Ottawa/ -- Study examples: /Grade 13/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To determine if there is a negative relationship between the number of grade levels spent in the same school and performance in grade 13.

Sample:

165 grade 13 students, from middle socioeconomic status families, at a school in an Ottawa /suburb/ during 1966-67.

Methodology:

Data on two measures of mobility, three measures of scholastic aptitude and four measures of performance were collected from school records. For the 144 students for whom all data were available, the product moment correlation was computed for all pairs of variables. Correlations, frequencies and percentages are tabulated.

Findings:

1. The grade 13 grade-point average (GPA) was not related to either the number of years at the school or whether the previous school attended was in Ontario.
2. GPA was moderately related to IQ and verbal and mathematics aptitude scores.
3. GPA was strongly related to the number of credits passed and had a low negative relationship with the number of years repeated.
4. The number of years spent in the school was not related to any of the aptitude or performance variables, but was related to previous school indicating a tendency for students entering in the later years of high school to have previously attended a non-Ontario school.
5. The grade level at which the student entered the school had no implications for failure of the year or for the proportion of grade 13 credits passed.

Conclusions:

There is no relationship between mobility and grade 13 performance, at least for students who write common provincial examinations. A relationship may develop, however, when examinations are set by individual schools.

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00929**

Halpern, Gerald; Christie, C.A.

-- Validity Study Service : Nepean High School, 1967-68. Part I : The Norms Tables.

-- Ottawa : /Ottawa Collegiate Institute/ Board, Research Office, 1968. -- 31 p. (-- Research report ; 68-03, part 1)

SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Grade 12/
/Test/s. /Norm/s -- Study regions: /Ottawa/ -- Study examples: /Nepean H.S./

ANNOTATION

The construction, meaning, use and interpretation of a Norms Table and its components and explained and illustrated. Norms tables based on the grade 12 students of Nepean H.S. in 1965- 66 and 1966-67, were computed for 16 variables (4 published tests and 12 internal school evaluation scores). The tables list raw scores, frequencies, percentages, cumulative frequencies, percentiles and percentile bands. A table of summary statistics lists the numbers of scores, the means and the standard deviation for each test.

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00930**

Halpern, Gerald; Banreti-Fuchs, K.M.

-- Individual School Norms ; Henmon-Nelson Test of Mental Ability, Form A, 1957 Edition.

-- Ottawa : /Ottawa Collegiate Institute/ Board, Research Office, 1968. -- 8 p. (-- Research report ; 68-02)

SUBJECT

/STUDENT/S. /Grade 9/. /Ottawa/
/IQ/ (Henmon-Nelson Tests of Mental Ability). /Norm/s -- Comparisons by schools

ABSTRACT

Type of Study:
Methodological

Purpose:
To develop and compare grade 9 norms for the Henmon-Nelson Tests of Mental Ability (HNT) for each of 5 schools.

Sample:
1,277 grade 9 students at 5 Ottawa high schools, (S1, S2, S3, S4, S5). Data collected September, 1967.

Methodology:
The HNT was administered. Percentile equivalents for the IQ scores were computed separately for each school and for the 5 schools combined. An analysis of variance was performed. Scores, means, percentile ranks, standard deviations and significant differences are tabulated. Graph.

Findings:
1. A mean IQ score of 110 was equivalent to the percentile ranks of: 39 at S1, 40 at S2, 43 at S3, 63 at S4, and 61 at S5.
2. The average IQ was 112 at S1, S2, and S3; 102 at S4; and 107 at S5.
3. The middle 68% of students at each school had IQs in the range of: 97 to 127 at S1; 100 to 124 at both S2 and S3; 85 to 119 at S4; and 95 to 119 at S5.

Conclusions:
The ability level of students is not the same for the 5 schools. For within school comparisons of students, each school must use the norm table prepared specifically for it.

Special Features:
/Bibliography/ -- 2 items

Tests Used in Research but not Included in Document:
/Henmon-Nelson Tests of Mental/ Ability, Form A, 1957

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00931

Kohlman, E.; Halpern, Gerald

-- The Ottawa Mathematical Aptitude Test : A Validity Study.

-- Ottawa : /Ottawa Collegiate Institute/ Board, Research Office, 1968. -- 8 p. in various pagings. (-- Research report ; 68-01)

SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /Secondary school/s
/Test/s: Ottawa Mathematical Aptitude Test. Validation -- Study regions: /Ottawa/ -- Study examples: /Grade 9/

ABSTRACT

Type of Study:
Methodological

Purpose:
To establish the degree of relationship between the Ottawa Mathematical Aptitude Test (OMAT) and final grades in mathematics (FGM).

Sample:
238 grade 9 students at an Ottawa school. Data collected in 1966-67.

Methodology:
OMAT was administered to students at the beginning of the school year. Students' /mark/s on the Christmas, Easter, and spring term mathematics examinations were averaged to form a promotion mark which was then averaged with the final June examination marks to form FGM. Correlations were computed and a prediction chart was drawn.

Findings:
There was a moderate degree of relationship (+0.50) between OMAT and FGM, despite OMAT's stated relevance for traditional mathematics and FGM's focus on the new mathematics.

Conclusions:
1. The finding and the resulting prediction chart are specific to the study school.
2. The study should be repeated at regular intervals.

Tests Used in Research but not Included in Document:
/Ottawa Mathematical Aptitude/ Test

(GC)

Availability MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00932**
Martin, J. Carol
-- **Some Attitudes Toward the Credit System in O.B.E. High Schools.**
-- Ottawa : /Ottawa Board of Education/, Research Centre, 1976. -- 76 p. in various pagings.

SUBJECT

/CREDIT SYSTEM/ (Circular H.S. 1). /Secondary school/s
/Attitude/s of /parent/s, /student/s, /principal/s, /teacher/s, and /vice-principal/s
SECONDARY SCHOOLS
/French/ /language/ and /English/ language /school/s. Attitudes of parents, students, principals, teachers, and vice-principals -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Descriptive

Sample:
865 grade 10 students and 467 of their parents, 827 grade 12 students and 509 of their parents, 265 teachers, and all 36 principals and vice-principals from 15 regular English language secondary schools; 369 grade 10 students and 221 of their parents, 294 grade 12 students and 169 of their parents, 88 teachers, and all 13 principals and vice-principals from 5 regular French language schools. Students and teachers were selected by a 25% random sampling. Data collected March 1976.

Methodology:
Pretested questionnaires on the credit system and other aspects of secondary education were administered to all groups. Frequencies and percentages are tabulated.

Findings:
1. A majority of respondents endorsed Ottawa education and the credit system. Teachers gave fewer strongly positive and more negative responses.
2. Two-thirds of grade 12 students and adults favoured more emphasis on /basic skill/s and /compulsory/ /core/ /subject/s at junior level; about 50% of grade 10 students agreed.
3. 50% of parents and students approved current diploma requirements, 66% of teachers at English schools found them too low, 66% at French schools found them too high.
4. Credit system benefits were greater flexibility and freedom and individualized progress. Disadvantages were too much freedom, dependence on easy courses, and choice restrictions.
5. 50% of students and less than 33% of others approved current standards of remedial help.
6. Over 50% of adult respondents and under 50% of students felt student progress was well reported. Most respondents found student standing with other schools hard to ascertain.
7. /Absenteeism/ and class cutting were considered problems by half the English parents and 75% of others.
8. Course advice was sought mainly from students handbooks, then from parents, teachers, counsellors, university or job requirements, other students, school meetings, and principals or vice-principals.
9. Most parents and educators and about 40% of students saw a positive student attitude towards school.
10. There was little agreement about common exams for senior grades, with parents favouring them most and principals least for grade 12, parents most for grade 13.
11. 25% to 50% of respondents favoured schools offering alternative atmospheres, approaches or subjects.
12. 16% of grade 10 and under 10% of grade 12 students were unsure of short term goals; 50% or more were unsure of postsecondary goals.

Tests Included in Document:
Self-made /questionnaire/s for parents, students, and educators

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00933**

Lokan, Janice J.; Day, J.M.

-- Pre-School Experience and Grade One Achievement.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1976. -- 26 p. (-- Research report ; 76-09)

SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Grade 1/

Effects of /junior kindergarten/, /nursery school/s and /day care/ /program/s -- Study regions: /Ottawa/

ABSTRACT

Type of Study:

Descriptive

Sample:

Over 2,000 (all) grade 1 students in Ottawa, including those in /French/ /Immersion/ classes and those who completed a year of senior kindergarten (SK) but were not ready for grade 1; data for 1,611 students were analyzed. Over 2,000 parents; almost 1,800 (86%) responded. Junior kindergarten (JK) teachers and directors of nursery schools (NS) and day care centres (DC); 80% of JK teachers and 60% of DC and NS directors responded. Data collected 1974-75.

Methodology:

Mathematics, reading and a battery of non-cognitive tests were administered to students at the beginning and end of grade 1. Parents completed a background questionnaire. A Goals of Early Childhood Education questionnaire was sent to NS, DC, and JK personnel; responses were ranked. Descriptive, comparative, and predictive analyses were undertaken on the student data. Frequencies, percentages, means, standard deviations and significant differences are tabulated.

Findings:

1. 97% of students had attended SK, 75% had attended JK, 23% had NS experience, 10% had gone to DC, and 18% had attended other formal programs (OP) such as summer day camps or swimming or music lessons.
2. Students with NS and OP experience came from the most fortunate home environments; those with JK experience also came from such environments but not to the same extent.
3. Students in French Immersion programs came from more advantaged homes and were more likely to have attended NS and OP.
4. There were few differences among NS and DC directors and JK teachers on the ranking of goals. All ranked the development of a sense of self worth as the most important goal; there was a tendency for DC and JK personnel to place more value on intellectual skills and for NS directors to emphasize attitude development.
5. Students who had attended JK had higher pretest scores on mathematics concepts, most of the reading subtests, the reading total score and measures of /self esteem/ than did those who had not attended JK; the latter made greater gains over the year in reading, self worth and respect for authority.
6. Students who had and had not attended DC had almost identical scores on the pretests and made similar gains during the year.
7. The more types of preschool program attended, the higher the scores on about half the pretests; the fewer the types attended, the higher the gain scores on 3 of the 8 gains measures.

Conclusions:

1. Attendance in preschool programs prior to SK is more likely to influence performance at the beginning of grade 1 than is length of time spent in the programs. The relationship could be caused by background factors rather than the programs themselves, however.
2. Some aspects of the DC program were able to compensate for whatever educational deficiencies existed in the students' home backgrounds.
3. Early superiority accompanying preschool program attendance tends to disappear in some areas by the end of grade 1.

Tests Used in Research but not Included in Document:

/Goals of Early Childhood/ Education Questionnaire; self-made parent /questionnaire/; self-made mathematics, reading, and non-cognitive tests

Notes:

Paper presented at the Eighteenth Annual Conference of the Ontario Educational Research Council, Toronto, December 1976.

(GC)

Related Records: ON00618

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00934**

Johnson, E.M.

-- **Learning in Grade One : Changes in Classroom Achievement from September 1972 to June 1973 on All Q.E.D. Tests.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1974. -- 18 p. (-- Research report ; 74-06)

SUBJECT

/STUDENT/S. /Grade 1/

/Academic achievement/ in /mathematics/, /attitude/s to /school/, /emotional/ /development/, /reading achievement/ and /self esteem/ -- Study regions: /Ottawa/

ABSTRACT

Type of Study:

Comparative

Sample:

About 1260 students in 69 classrooms at 40 schools, who entered their first post-Kindergarten year in September 1972 and wrote tests then and in June 1973, having remained in the same class.

Methodology:

Results of QED Tests administered in September 1972 were compared with those of June 1973. Graphs show distributions and means of class scores for each test in spring and fall.

Findings:

1. High non-cognitive test scores in September left little room for measurable improvement in June, yet all except the self esteem test showed significant increases in average scores.
2. The lowest average non-cognitive score occurred in the emotional development test.
3. There were high levels of interest and feelings of self worth at entry to Grade 1; interest increased over the year, feelings of self worth remained constant.
4. Considerable increase was shown in mathematic scores particularly in computation.
5. Knowledge of letters and sounds was very high in September and approached 100% by June.
6. A marked increase was seen in scores on word knowledge and discrimination.
7. Comprehension /test/s which were too difficult in September were still unsatisfactory in June, although the general level of difficulty was appropriate.

Conclusions:

1. The usual decline in interest in school reported at other grades may not apply to Grade 1.
2. The emotional development test will be dropped for 1973-74.
3. In most cases students from Kindergarten have a good grounding in knowledge of letters and sounds.
4. Easier items should be included in the Comprehension test to accommodate slower learners.

Tests Used in Research but not Included in Document:

/QED Test/s

(MEM)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00935**

Lokan, Janice J.
-- Differential Validities for Shop Courses.
-- Ottawa : /Ottawa Board of Education/, Research Office, 1971. -- 10 p. (-- Research memorandum ; 71-III)

SUBJECT

/VOCATIONAL/ /COUNSELLING/. /Student/s. /Vocational school/s
/Test/s. Battery. /Validation/ -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Longitudinal; Methodological

Purpose:
To evaluate a battery of special tests for vocational students as predictors of year-end /mark/s and personal /satisfaction/.

Sample:
192 male and 95 female students of a vocational secondary school. Data collected from September to June 1969.

Methodology:
A selected predictor battery of 13 tests covering 9 areas was administered in the fall. Year- end academic averages and 2 student ratings of course satisfaction were collected for the 172 male and 85 female students remaining. /Shop/ /course/s were grouped into clusters (4 male, 4 female) and cluster averages obtained for each student. Multiple correlation coefficients and validity indices were calculated; absolute predictors and differential validity coefficients were determined.

Findings:
1. None of the predictor tests accurately predicted satisfaction.
2. The mathematics score was an adequate predictor of academic average; the mathematics score, together with clerical, reading and interest /score/s (mathematics being weighted 3 times the other scores) was the best predictor of academic average.
3. A combination of 2 clerical, 2 interest and 1 mathematics test scores adequately predicted female typing grades; other female shop grades were less well predicted.
4. There was a moderate relationship between grades for 6 male shops and the mechanical task test; relationships between other tests and grades were weaker.
5. For both sexes, differences between academic grades and shop performances were predictable with slightly less accuracy than the levels of /achievement/ in /academic/ and shop areas alone, differential prediction was less accurate for males than for females.

Conclusions:
1. Cross validation of this study is needed.
2. Probabilities of success in specific academic courses and the 4 shop clusters could be obtained; differential probabilities could also be obtained but with less accuracy, particularly for males.

Tests Used in Research but not Included in Document:
13 standardized and self-made tests for: scholastic, verbal, mathematical and motor ability, clerical aptitude; mechanical reasoning; eye-hand coordination; vocational interests; and occupational aspirations

(CL)

Related Records: ON00975; ON00087; ON00089

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00936

Lokan, Janice J.

-- Are You Teaching What You Think You're Teaching?

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1976. -- 11 p. (-- Research report ; 76-01)

SUBJECT

/EVALUATION/. /Program/s. /Grade 1/
By /teacher/s. Use of /student/ /test/s

ANNOTATION

The report describes various methods of reporting grade 1 test data to teachers. Outlined in detail is a method whereby sets of class means for each test are rank ordered and presented graphically as profiles, allowing teachers to evaluate their own teaching by comparing beginning and end of year results to determine performance on those aspects of the curriculum which they emphasized. Also outlined are other uses for the profiles and other data that could be included in future profiles. Also included are: a rank ordering of the goals of education by principals, vice-principals, teachers, and parents; a summary of /QED/ tests; sample scores and percentiles on the mathematics tests; and sample fall and spring profiles.

(MEM)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00937**

Johnson, E.M.

-- Are We Maintaining Our Standards?

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1976. -- 15 p. (-- Research report ; 76-02)

SUBJECT

/STUDENT/S. /Elementary school/s
/Academic achievement/ in /mathematics/
/Reading achievement/ -- Study regions: /Ottawa/ -- Study examples /Grade 1/

ABSTRACT

Type of Study:

Comparative

Purpose:

To determine whether achievement levels at the elementary grades have been maintained over a period of time

Sample:

All students in the regular grade 1 program in 1972-73 at 40 out of 55 Ottawa Board of Education schools All students in regular and /French/ /Immersion/ (FI) grade 1 classes in 55 elementary Ottawa Board schools in 1973-74 and 1974-75. Data collected 1972-75

Methodology:

From the QED Tests, administered to grade 1 students in the 3 years, 21 mathematics concept items, 16 mathematics computation items, and 9 reading items which retained their original form, were examined. In 1972-73, 1973-74 students were randomly chosen to take either the reading or mathematics test In 1974-75, each student took the total test Tables show percentages of each group obtaining correct answers

Findings:

1. There were no real differences from year to year for either regular or FI students.
2. In general, FI students performed better in mathematics tests and less well in reading, but the differences tended to decrease in the second year in mathematics and increase in reading
3. 19 /mathematical concept/ items and 13 mathematics /computation/ items showed no real change from year to year.
4. Of 9 reading items, 1 showed a difference from year to year for regular students, 4 for FI students

Conclusions

1. General standards are being maintained in elementary schools
2. Fluctuations can be attributed to modified items as well as to considering individual item scores rather than total test scores, different emphases on parts of a course may produce different scores

Tests Used in Research but not Included in Document:

/QED Test/s

(PW)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00938**

Johnson, E.M.

-- **Reading Tests for Grade One : A Description of the Formation and Statistical Properties of Reading Achievement Tests Developed for Grade One Pupils Within the Ottawa Board of Education.**

-- Ottawa /Ottawa Board of Education/, Research Centre. 1976. 30 p. (-- Research report , 76-03)

SUBJECT

/READING ACHIEVEMENT/. /Student/s. /Grade 1/
/Test/s: QED Reading Test. /Validation/ -- Study regions /Ottawa/ and /Carleton County/

ABSTRACT

Type of Study.
Descriptive; Methodological

Sample:
A selection of senior kindergarten (SK) classes from the Carelton Board of Education; Ottawa Board of Education grade 1 classes.

Methodology:
A group of grade 1 teachers, a primary consultant and researchers constructed a two-part test appropriate to the content and /teaching method/s of grade 1 /reading/ /curriculum/ Tables of specifications indicating the topics and the number of items in each topic for the beginning and end of the year test sections, were compiled. Field tests with the SK and grade 1 students were completed in June 1974. The test was administered to all Ottawa grade 1 students in fall 1974 and spring 1975. Data were collected on reading scores, the proportion of students answering correctly and the selection of alternative answers in both test parts; alpha reliability and point-biserial correlation coefficients and percentile norms were calculated The internal consistency of the test was measured. Test results were compared to those of similar tests. Tables; graphs.

Findings:
1. Item difficulty and discrimination levels were suitable
2. The test showed good external consistency and score distributions
3. There was high correlation with the Gates-MacGinitie Primary Form A and the Primary Level Aptitude test

Conclusions.
The QED reading test is suitable for measuring grade 1 ability

Tests Used in Research but not Included in Document.
/QED Reading Test/

(MEM)

Availability MF - $0.50 HC - available for reference from Research and Evaluation Branch. Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00939**

Lokan, Janice J.

-- Quality Education Demonstration Programme : Class Profiles on Fall and Spring Testing, 1973- 74.

-- Ottawa : /Ottawa Board of Education/. Research Centre, 1975. -- 79 p. (-- Research report ; 75-06)

SUBJECT

/STUDENT/S. /Grade 1/

/Attitude/s to /authority/ and /school/, /academic achievement/ in /mathematics/, /motivation/, /reading achievement/, /self esteem/ and /social/ /adjustment/ -- Study regions: /Ottawa/

ANNOTATION

The report presents class profiles derived from the group averages of test scores for all students who entered grade 1 in September 1973, stayed in the same class for the whole year and wrote the Quality Education Demonstration (QED) Program test battery in the fall and spring. Graphs show the rank order for each class for 13 QED tests which were good differentiators between high and low scores and which tested relatively important educational goals. Tests and subtests profiled are: interest (total), interest in school subjects, interest in people, self esteem, respect for authority, social adjustment, health and safety, mathematics concepts, mathematics computation, reading (total), word reading (total), reading readiness in the fall and reading comprehension in the spring. Tables list mean scores for high and low scoring groups by test and the number of students included in test analyses by class. Notes on interpreting the profiles are included.

Tests Used in Research but not Included in Document:

/QED Test/s

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00940

Lokan, Janice J.

-- Quality Education Demonstration Program : Class Profiles on Fall and Spring Testing, 1972- 73.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1974. -- 63 p. (-- Research report ; 74-08)

SUBJECT

/STUDENT/S. /Grade 1/

/Academic achievement/ in /mathematics/, /attitude/s to /authority/ and /school/, /motivation/, /reading achievement/, /self esteem/ and /social/ /adjustment/ -- Study regions: /Ottawa/

ANNOTATION

The report presents class profiles derived from the group averages of test scores of all students who entered grade 1 in September 1972, stayed in the same class for the whole year and wrote the Quality Education Demonstration (QED) test battery in the fall and spring. Graphs show the rank order for each class on 13 QED tests which were good differentiators between high and low scores and which tested relatively important educational goals.

Tests and subtests profiled are: interest (total), interest in school subjects, interest in people, self esteem, respect for authority, social adjustment, health and safety, mathematics (total), mathematics concepts, mathematics computation, reading (total), word knowledge, reading readiness in the fall, and reading sentences in the spring.

Tables list tests, subtests and the number of items on each; number of students included in analysis, by class; and ranks denoting boundary limits for highly reliable differences between high and low scoring groups of classes. Notes on interpreting the profiles are included.

Tests Used in Research but not Included in Document:

/QED Test/s

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00941**

Mori, George

-- Computer Mathematics : A Comparative Study of Terminal and Batch Processing in a Grade 11 Computer Mathematics Course.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1972. -- v, 62 p. (-- Research report ; 72-07)

SUBJECT

/COMPUTER SCIENCE/. /Curriculum/ subjects. /Grade 11/

/Batch/ processing compared with /online/ processing. /Cost/s, /attitude/s of /student/s and effects on /academic achievement/

ABSTRACT

Type of Study:

Comparative; Experimental

Sample:

84 grade 11 students from 2 of the 14 Ottawa high schools offering a computer /mathematics/ course, 41 from School A and 43 from School B. Data collected March-May 1972.

Methodology:

2 experimental groups were set up at each school by random assignment from a rank ordering by ability provided by the teachers. Students used a Carleton University computer through batch processing and through a teletype terminal at each school. Students were able to use each mode. Standard instruction manuals were issued and a common set of 4 problems to be solved in 2-1/2 months was developed. Instruments used to measure student attitudes and performance were adapted from previous research: students' daily work log; pretest and posttest questionnaires; and a problem questionnaire administered after the completion of each problem. Tables and graphs show means;standard deviations; percentages; and t values. Quotations.

Findings:

1. Earlier studies indicated that batch processing costs less than terminal processing and that users generally prefer the terminal mode.
2. In pretest-posttest results, there were relatively few differences in attitudes between schools. In all cases of change, the movement was in favour of terminal processing, with the majority of students preferring the terminal.
3. From the cost-utility viewpoint, the advantage of terminal over batch in faster problem solving was almost balanced by the advantage of batch in more economic use of computer time.
4. There were no significant differences between the grades obtained by using either mode.
5. Terminal students spent fewer days in arriving at a solution; used more runs and more CPU time, and spent less time awaiting results and more time in debugging.

Conclusions:

1. There is no clear advantage of one mode over another.
2. There is some indication that 'hybrid' computer systems combining both modes represent an effective learning situation.

Special Features:

1. /Literature review/
2. /Bibliography/ -- 13 items
3. Edited version of Carleton Undergraduate Universal Time-Sharing manual

Tests Included in Document:

self-made /questionnaire/s, self-made student daily log form; computer mathematics problems

(TO)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

Ottawa Board of Education. Research Centre
-- **French-Language Learning Studies : Summaries of Studies Recently Conducted in the City of Ottawa.**
-- Ottawa : /Ottawa Board of Education/, Research Centre, 1972. -- 19 p. in various pagings. (-- Research report ; 72-06)

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /School/s
/Program/s. /Research/ -- Study regions: /Ottawa/ -- /Abstract/s

ANNOTATION

The report provides summaries of the methodologies and findings of fourteen reports issued since 1969 which are directly related to French language instruction of English-language students in Ottawa. Included are: five reports by OISE personnel, including those connected with the Bilingual Education Project; five reports issued by the Ottawa Board of Education; two reports issued by the Ottawa Separate School Board; one by the Ottawa Board's Superintendent of Schools, and one by an Ottawa Board Committee on teaching French to /English-speaking/ /student/s. Mailing addresses for obtaining copies of the reports are also included.

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00943
Halpern, Gerald
-- **Selected Statistics from the Demographic Survey of Ottawa Schools.**
-- Ottawa : /Ottawa Board of Education/, Research Centre, 1972. -- 13 p. (-- Research report ; 72-04)

SUBJECT

/STUDENT/S. /Grade 8/ and /French/ language and /English/ /language/ /secondary school/s. /Ottawa/ /First language/, /mobility/ and /residence/

ANNOTATION

The report abstracts certain results of a demographic survey of students in grades 8-13 carried out in February, 1971. Considered are responses to questions about: the type of dwelling in which the students lived; whether the student was at the same address in the previous year; language(s) spoken by the students' family; the students' and their fathers' understanding of English and French; and preferred language of instruction.

Tables show: the percentages of students across the total school system (for different grade levels) giving the selected answer to each of the questions; the frequencies and percentages of students in English and French high schools preferring each language of instruction and speaking each as their best working language; and the percentage responses to each survey question at each of 18 elementary schools, 18 English high schools and 9 French high schools. The relationships between the different indices are outlined. Included is a technical appendix of two-fold tables and associated Phi coefficients for two sets of paired variables for the three school groupings.

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00946**

Martin, J. Carol

-- Goals of Education : Some Comparisons of Parents' Education and School Differences.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1972. -- ii, 18 p. (-- Research report ; 72-10)

SUBJECT

/EDUCATIONAL/ /OBJECTIVE/S. /Elementary school/s. /Ottawa/
-- Comparisons by schools
/Attitude/s of /father/s -- Comparisons by educational /background/
/IMMERSION/ /PROGRAM/S. /French/ /language/. Elementary schools. Ottawa
/Enrolment/ of /student/s related to educational background of fathers

ABSTRACT

Type of Study:
Comparative

Sample:
Approximately 1,000 fathers of students at 15 Ottawa elementary schools. Data collected June 1972.

Methodology:
Data collected for the survey 'Activity Areas and Goals of Education' were analyzed. Placement in French Immersion (FI) or regular classes, the ranking of educational goals and activities and the emphasis placed on these goals and activities by individual schools were related to the level of the fathers' education. Percentages and mean rankings are tabulated; graphs.

Findings:
1. In families where the father had a university degree beyond a bachelor's, 58% of /kindergarten/ and /grade 1/ children were in FI; 19% of those with less than high school graduation enroled their children in FI.
2. The development of interest in and enthusiasm for learning, individual self understanding and a feeling of self worth, and opportunities for physical development received consistent mean rankings as the most important goals regardless of educational level.
3. The more academically skilled parents gave more importance to academic skills; parents with less education gave relatively higher importance to values such as honesty, courtesy, and understanding, and to respect for authority.
4. All agreed on /mathematics/, /English/ and French language, /art/s and /social science/ as the most important subject areas.
5. Parents with less education rated handwriting, religion and /physical education/ and /health/ education higher than the more educated parents did; the opposite trend was apparent for art and /music/.
6. There were differences on a school-by-school basis in parents' education. 4 of the 15 schools had a high percentage of fathers with postgraduate degrees and almost none with less than high school education; one school had the exact opposite.
7. The emphasis placed on educational goals varied with individual schools even when the educational level of parents was similar.

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00947**

Martin, J. Carol

-- **Some Information and Attitudes from Educators and Parents of Ottawa Kindergarten and Grade 1 Children on 'Activity Areas and Goals of Education'.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1972. -- 40 p. in various pagings. (-- Research report ; 72-09)

SUBJECT

/GRADE 1/

/Curriculum/ and /educational/ /objective/s. /Attitude/s of /parent/s, /principal/s and /teacher/s -- Study regions: /Ottawa/ -- Comparisons by regular and /immersion/ /French/ /program/s

Parents. Educational /background/

/Student/s. /Preschool education/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To learn more about the background of parents of /kindergarten/ and grade 1 students, to secure opinions from educators and parents about the importance of certain areas of study and goals of education, and to examine any difference between French Immersion (FI) and regular parents and students.

Sample:

59 principals and vice-principals and 159 teachers from 55 schools. All 1,527 parents of kindergarten and grade 1 students in 15 elementary schools in Ottawa; 1,024 (69%) responded. Data collected 1972.

Methodology:

Questionnaires were sent to teachers, principals and parents. Respondents were asked to rank order 10 goals of education, and to indicate importance of certain activity areas. Background data and comments were also collected from parents. Tables.

Findings:

1. The two top priority /goal/s for all groups were: the development of interest and enthusiasm for learning; and individual and self-understanding and a feeling of self-worth.
2. There were some differences in ranking lower priority goals, with parents placing more emphasis on respect for authority, and teachers placing more emphasis on adjustment to a larger social group.
3. In rating activities, all agreed on /English/ /language arts/ and /mathematics/ as the most important.
4. Nearly half the parents considered French as extremely important whereas only 10-11% of teachers and principals did so.
5. Parents of FI students placed different emphasis on important activity areas, with French language skills receiving a high priority.
6. Students entering FI had more nursery school experience.
7. The FI parents' levels of educational achievement was considerably above Ottawa average.

Conclusions:

Continuing dialogue and study will be needed to maintain the interrelation of parents' and educators' goals and interests.

Tests Included in Document:

Activity areas and goals of education /questionnaire/

(PW)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00948**

Mori, George; Johnson, Eileen

-- **Pupil Movements During a School Year : An Analysis of Changes in the Composition of Grade 1 Classrooms in Ottawa Board of Education Schools 1972-73.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1973. -- 52 p. in various pagings. (-- Research report ; 73-05)

SUBJECT

/MOBILITY/. /Student/s. /Junior school/s
Effects on /class size/ -- Study regions: /Ottawa/ -- Study examples: /Grades 1-2/

ABSTRACT

Type of Study:

Descriptive; Longitudinal

Sample:

Students in 68 grade 1 or split grades 1-2 classrooms at 40 schools, selected to represent the 55 K-6 elementary schools in the system. Data were collected in September and December 1972, and in February and April 1973.

Methodology:

Original and updated annotated class lists were collected from teachers in connection with the student-tracking procedures used in the Quality Education Demonstration (QED) program. Tables present specific and summarized statistics on students entering and leaving classrooms, indicating the frequency and kind of movements, and including cross-tabulated summaries of, and net differentials between entries and departures.

Findings:

1. Individual classroom results showed considerable and varied movement. Net increase- decrease statistics ranged from -8 to +18.
2. Overall, classes averaged 6.8 entries and 4.3 departures, a net gain of 2.5 students from September to April.
3. Tri-entry accounted for about 54% of entries and nearly half the departures.
4. For the 52% of classes affected by tri-entry, there was an average of 5.3 entries and 2.9 departures, a net increase in class size of 2.4 students.

(CL)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00949**

Halpern, Gerald

-- New Trends in the Interpretation of Tests.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1973. -- 7 p. (-- Research report ; 73-02)

SUBJECT

/TEST/S. /Student/s. Schools
Use by /counsellor/s

ABSTRACT

Type of Study:
Descriptive

Purpose:
To describe the ways in which guidance counsellors now use and will use test scores.

Methodology:
Past and present guidance practices are reviewed and the influence of advances in decision theory are noted. The data and procedures required to construct experience tables and decision matrices are outlined, along with the uses of the two techniques. The institutional use of test scores for selection purposes and the individual use of test scores for /placement/ purposes are also discussed.

Conclusions:
1. Experience tables: are easy to construct; provide information about alternative futures in a format useful for /decision making/; are, if derived from local information, intuitively meaningful to the client; show the accuracy of predictions; and are readily understood by non- statisticians.
2. A decision matrix: employs both objective data and subjective judgements; provides a procedure for breaking a complex decision into manageable parts; and facilitates an examination of factors considered to be important.
3. In future, there will likely be more testing in order to construct experience tables, but interpretation will likely shift away from comparing one individual with others who took the test.
4. Modern guidance practice focuses on the integration of available test information with more subjective sources of information and their use in predicting the implications of alternative courses of action.

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00950**

Halpern, Gerald; Mori, George

-- A Comparison of Grade 8 Students in Two Ottawa School Boards : Demographic and Language Characteristics.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1973. -- 18 p. (-- Research report ; 73-01)

SUBJECT

/STUDENT/S. /Grade 8/. /Bilingual/ /school/s. /Separate school/s
/Language/, /mobility/ and /socioeconomic/ /status/ -- Study regions: /Ottawa/ -- Comparisons with students in /English/ language separate schools

ABSTRACT

Type of Study:
Comparative

Sample:
Grade 8 students: 2,917 from Ottawa Board of Education (OBE); 1,309 from English-language Separate Schools (ESS); and 1,545 from Bilingual Separate Schools (BSS). Data collected 1971.

Methodology:
A demographic questionnaire in English and /French/ was used to collect information on housing; population and residential stability; and languages spoken by students and parents, their understanding of these languages and their preferences.

Findings:
1. Using dwelling type as an index of socioeconomic status, OBE students rated higher than others.
2. In both groups there was a high degree of residential stability.
3. Preferred language of instruction corresponded closely to the school language; for most students the school language was the best working language.
4. Preferred language courses, other than English or French, were Latin, German, and Spanish in the OBE schools; Latin, Spanish, and Italian in the ESS schools; and Italian in the BSS schools.
5. 25% of OBE and ESS students and 10% of BSS students reported at least one other language spoken at home.
6. Almost all students in BSS spoke and understood French compared to 23% in ESS, and 10% in OBE.
7. Almost all students in OBE schools and ESS and 90% in BSS spoke and understood English

Special Features:
/Bibliography/ -- 3 items

Tests Included in Document:
Self-made /questionnaire/s

(MEM)

Availability MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00952

Johnson, E.M.

-- **Q.E.D. Measures : A Description of the Development of Tests Used in the Quality Education Demonstration Programme in Ottawa Grade One Classes During 1972-73.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1972. -- 16 p. (-- Research report ; 72-14)

SUBJECT

/STUDENT/S. /Grade 1/

/Affective/ and /cognitive/ /learning/. /Test/s: QED Tests. /Development/ -- Study regions: /Ottawa/

ANNOTATION

The report describes the development of self-made tests used in the Quality Education Demonstration Programme (QED) to measure the cognitive and affective learning of grade 1 students. Tests are discussed, with illustrations, under 8 /educational/ /objective/s, as ranked by Ottawa Principals and Vice-principals: development of interest in, and enthusiasm for learning; individual self-understanding and a feeling of self worth; development of social values; development of basic academic skills; development of creative abilities, opportunities for physical development; respect for authority; and adjustment to a larger group. A /bibliography/ of 5 items is included.

Tests Used in Research but not Included in Document:

/QED Test/s

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00953**

Hendelman, Teena; Johnson, Eileen; Bodnoff, Rhoda; Clarke, Margot; Davidson, Anna; Garrod, Agnes
-- **Beginning Grade 1 : Classroom Comparisons on Selected QED Test Questions (September, 1972).**
-- Ottawa : /Ottawa Board of Education/, Research Centre, 1973. -- 30 p. (-- Research report ; 73-09)

SUBJECT

/STUDENT/S. /Grade 1/

/Attitude/s to /authority/ and /school/, /cognitive/ /development/, /moral/ development, and /self esteem/ -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Comparative

Sample:
Students in 69 grade 1 classrooms in 40 randomly selected schools administered by the Ottawa Board of Education. Random sampling techniques resulted in each student taking half the tests available. Data collected September 1972.

Methodology:
The Quality Education Demonstration (QED) test battery was administered; results were analyzed to indicate average answers in 8 areas. Results for 17 specific questions are plotted graphically, indicating the percentage proportion of students answering correctly, the proportion of classrooms within various ranges of correctness, and the average answer. The arithmetic mean (AM) is stated and a legend places individual classrooms in the percentage correct ranges.

Findings:
1. The majority of students liked school and their subjects, and almost all associated teachers and other school figures with smiling.
2. 80% or more students indicated a positive sense of self worth in most questions concerning self image.
3. Students' awareness of values was generally very high, with almost 100% choosing pictures showing the correct action to take in various circumstances. Only 69% of students, however, indicated they would admit to making a noise when the teacher was out of the room, and only 53% responded correctly to a question about playing with children of a different culture.
4. 75% of students correctly identified over 85% of upper and lower case letters, and over 79% of the sounds of letters shown.
5. 20% of students correctly read 75% or more of the words shown and about 15% correctly read and comprehended 50% of the sentences shown.
6. 90% or more students answered correctly questions dealing with concepts of shape, size, quantity, and counting.
7. 63% of the students could tell time.
8. Half the students could add 2 single digit numbers or indicate a half, about 20% could subtract single digit numbers, and 27% could do simple multiplication.
9. Students appeared very aware of health and safety rules.
10. 90% of students indicated recognition of and obediance to authority figures.
11. About 75% of the students indicated an awareness of the demands of a larger group and a willingness to go along with the group.

Conclusions:
Tests indicative of /academic achievement/ would be more realisticaily applied at the end of grade 1.

Tests Used in Research but not Included in Document:
Quality Education Demonstration test battery (/QED/)

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00954

Mori, George

-- Grade One Teachers' Background and Attitudes : Preliminary Results from the Quality Education Demonstration Programme's Teacher Questionnaire.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1973. -- 29 p. in various pagings. (-- Research report ; 73-08)

SUBJECT

/TEACHER/S. /Grade 1/

/Age/, /marital status/, /qualification/s and /job satisfaction/ -- Study regions: /Ottawa/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To provide a summary profile of the main results from teacher questionnaire in 4 areas, i) teaching experience, ii) teacher's age and family status, iii) teacher's education, iv) teacher's attitude.

Sample:

68 grade 1 teachers in the Ottawa Board of Education. Data collected February 1973.

Methodology:

68 elementary teachers already participating in the Quality Education Demonstration (QED) program were sent QED Teacher Questionnaires; 67 were completed and returned. Frequencies and percentages are tabulated.

Findings:

1. The typical teacher was found to be 29.7 years old, married, and likely to be without children.
2. The typical teacher had taught for 8.3 years, in at least 2 different schools at 2 different levels, and had been at her present school for 4 years.
3. The typical teacher attended elementary and secondary schools outside the Ottawa-Hull area and did not have a B.A., but had taken several university courses.
4. In /attitude/ the typical teacher was against tri-entry /admission/, in favour of individual progress, and not very enthusiastic about the /open plan/ system.
5. Teachers were generally satisfied with their positions, colleagues and principals.

Tests Included in Document:

/QED/ Teacher /Questionnaire/

(PW)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00956**

Halpern, Gerald; Mori, George

-- The Ottawa Drug Survey.

-- Ottawa : /Ottawa Board of Education/, Research Office, 1970. -- 99 p. in various pagings. (-- Research report ; 70-02)

SUBJECT

/FRENCH SPEAKING/ AND /ENGLISH SPEAKING/ /STUDENT/S. /Intermediate school/s and /secondary school/s
/Attitude/s to /alcohol/ic beverages, /drug/s, /tobacco/ and /drug education/
/Drinking/, drug use and /smoking/ related to /age/ and /grade level/s -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Comparative

Purpose:
To determine the availability of, use of, and attitudes towards drugs and drug education with respect to intermediate and secondary students in Ottawa and in comparison to students in other Canadian cities.

Sample:
About 27,000 Ottawa students in 1,233 grades 7-13 classrooms. Responses received from 1,146 classrooms (94%): 208 of 221 intermediate English classes (94%), 751 of 817 secondary English classes (92%), and 187 of 195 secondary French classes (96%). 1% of responses were rejected for analysis. Grade 13 results are not reported as only about 89% of the sample could be accounted for. Data collected May 1970.

Methodology:
A self-made questionnaire was divided by item sampling into thirds, each focusing on 1 topic with 21% question replication. Each class was divided by systematic sampling into thirds. Teacher administrators filed reports detailing class behaviour during administration. Reliability was checked by internal comparisons. Results underwent univariate analysis and were converted to percentages. Some comparisons were made with data from drug /survey/s in other Canadian cities.

Findings:
1. Drug usage was lowest for grade 7 students, of whom 87.9% did not intend to use drugs, 7.5% might use drugs, 5% used drugs; 8.6% attended parties where drugs were used; and 45% had access to drugs.
2. In general, drug usage increased with age.
3. Of English grade 12 students: 54% did not intend to use drugs; 12% felt they might use drugs; 34% used drugs; 50% attended parties where drugs were used; and 91% had access to drugs. More drugs were obtained from friends than from pushers.
4. French grade 12 drinking statistics were generally more moderate than English grade 12 data.
5. Of grade 7 students: 79% did not drink; 11% drank alone; and 8% drank with /peer/s. Of grade 12 students: 30% did not drink; 21% drank alone; 43% drank with peers; 30% drank in public places; and 12% drank in cars.
6. 20% of English and 48% of French grade 12 students were exposed to peer drinking. 80% of all students were exposed to /adult/ drinking, with a large consistent percentage drinking with their families on religious, social, or eating occasions.
7. Students generally ranked the drugs, from least to most harmful as: alcohol; tobacco and /marijuana/; /glue/; /LSD/; and /speed/. Older students saw alcohol and marijuana as less harmful than did grade 7 students.
8. 73% of grade 7 to 92% of grade 12 students had received some drug information; 67% of grade 7 and 84% of grade 12 students had received some alcohol information, generally rated poor or good.
9. The demand for drug education increased with age (66% in grade 7 to 86% in grade 13). 80% of students suggested it begin prior to secondary school and 66% felt it should take place in school.
10. Preferred topics in order of importance were: immediate psychological and physiological effects, future effects, drug laws and identification of pure drugs. Interest in laws and future effects increased with grade.
11. Younger students preferred school staff to provide data, older students preferred users or ex-users, doctors, and lawyers. Parents were chosen twice as much for sources of drug information as for sources of alcohol information.
12. A range of 83% of grade 7 to 47% of French grade 12 students did not smoke /cigarette/s and under 10% smoked /pipe/s. Smokers used an average of 1-4 packs per week.

Conclusions:
1. Ottawa drug use patterns are comparable to those of other Canadian cities surveyed.
2. From 1968-1970, marijuana and LSD usage has increased while glue and /barbituate/s usage has decreased.
3. Multivariate analysis of data, especially between users and non-users, is needed.

Special Features:
/Bibliography/ -- 11 items

Tests Included in Document:
English and French versions of the Drug Survey, Alcohol Survey, and Tobacco Survey /questionnaire/s

(CL)

Related Records: ON00967

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00957**

Handelman, Teena

-- Ending Grade One ; Changes In Classroom Achievement From September to June on Selected QED Test Questions.

-- Ottawa /Ottawa Board of Education/, Research Centre. 1973 -- 23 p. (-- Research report , 73-15)

SUBJECT

/STUDENT/S. /Grade 1/

/Academic achievement/, /attitude/s to /authority/ and /learning/, /creativity/, /self esteem . /social/ /adjustment/ and /value/s Effects of /classroom environment/ -- Study regions /Ottawa/

ABSTRACT

Type of Study

Comparative

Purpose:

To investigate the range of learning in relation to the learning environment

Sample

Approximately 1.400 students in 69 classrooms at a random sampling of 40 Ottawa Board of Education schools Data collected September 1972 and June 1973.

Methodology

Quality Education Demonstration (QED) tests, developed by the Ottawa Research Centre and principals, were given in September and June Tests covered attitude toward learning, feeling of self worth, values, health and safety, creativity, basic academic skills, respect for authority, and adjustment to a larger social group The classrooms were rank ordered into 4 groups of 17 in order to plot graphs showing achievement distributions for each of the 17 test questions. Tables

Findings

1 Most changes were positive, with the greatest increase in mathematics and reading.
2. Classes achieving well in the pretest also did well in the posttest classes with low pretest scores stayed low
3. Some classes showed a drop in scores on measures of self esteem and attitude to learning

Conclusions

1. Further examination is needed of classroom change patterns for total test scores.
2. There is a need to identify factors associated with undesirable change

Tests Used in Research but not Included in Document

/QED Test/s

(JG)

Availability MF not available at time of printing, HC available for reference from Research and Evaluation Branch. Ontario Ministry of Education Mowat Block, Toronto

PROCESSED REPORT **ON00958**

Hendelman, Teena

-- Technical Report on QED Measures (Fall Testing 1972) Part I : Sampling Procedures, Selected Technical Properties of the Measures.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1973. -- 21 p. (-- Research report ; 73-14)

SUBJECT

/STUDENT/S. /Grade 1/

/Affective/ /learning/ and /cognitive/ learning. /Test/s: QED Tests. /Validation/ -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Methodological

Sample:
1,434 students who enroled in September 1972 in all 69 grade 1 classrooms (excluding French Immersion and special classes) at 40 schools randomly selected to represent 9 school types according to socioeconomic status and scholastic aptitude as determined by mean scores on the Lorge-Thorndike Test of Intelligence. Data were collected September-October 1972.

Methodology:
Classes of over 12 students were quasi randomly divided into 2 groups and tests were divided into equal batches. Each group wrote 1 batch as a fall pretest, the other batch as a June posttest. Items were scored dichotomously and tests were scored for the number of correct answers converted to percentages. Tables present: cross tabulations of school scholastic aptitude and socioeconomic rating; test names, code names, component subtests, and educational goals measured; frequency distributions of percent correct scores; intercorrelations of subtests and tests; and item analysis statistics.

Findings:
1. The distribution of scores was negatively skewed for all non-cognitive tests and tests on letters and sounds
2. The distribution of scores was highly positively skewed for tests on reading words, sentences and stories.
3. Scores for understanding mathematical concepts were significantly higher than those for mathematical computation.

Conclusions:
1. Grade 1 students show a high level of non-cognitive affective awareness.
2. Current non-cognitive tests will not adequately measure positive change.
3. Revisions will be made in test format and difficulty level.

Tests Used in Research but not Included in Document:
/Lorge-Thorndike Intelligence/ Test; /QED Test/s for interest in Learning, Values, Mathematics, Reading Sentences, and Stories, Health and Safety, Emotional Development, self-understanding, self-esteem, reading words, recognition of letters and sounds, respect for authority, and adjustment to a larger social group

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00959**
O'Hara, Mel
-- Geocoding of Elementary Students, 1972-73.
-- Ottawa : /Ottawa Board of Education/, Research Centre. -- iv, 24 p.

SUBJECT

/STUDENT/S. /Public school/s and /separate school/s. /Elementary school/s
/Age/, /sex/, /grade level/s and /residence/, Records -- Study regions: /Ottawa/

ANNOTATION

The study describes a /computer/ized /student record/ /data base/. The processes of /data collection/ and processing in the allocation of a machine readable geocode specifying each student according to area, street and block are explained. Information coded in 1972-73 for approximately 25,000 students in the 61 Ottawa elementary schools included: present school, surname and first name, grade and classroom, date of birth, sex, previous school, previous province or country of schooling, and home address. The coding manual of the student data form and appendix show: numeric codes for public, separate and other schools in Ottawa and surrounding counties and for other Ontario counties; and alphabetic codes for provinces and foreign countries.

Notes:

Funded by Provincial-Municipal Work Incentive Grants, Ontario.

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

Processed Report **ON00960**
Johnson, E.M.
-- Q.E.D. Classroom Observations : An Analysis of Structural Observations and Verbal Interaction Observations in Grade 1 Classrooms in Ottawa Board of Education Schools, 1972-73.
-- Ottawa : /Ottawa Board of Education/, Research Centre, 1973. -- 50 p. in various pagings. (-- Research Report 73-12)

SUBJECT

/GRADE 1/
/Organization/ /activities/ and /student-teacher/ verbal/ /communication/
/CLASSROOM OBSERVATION/. /Research methodology/
-- Study regions /Ottawa/ -- study examples Grade 1

ABSTRACT

Type of Study
Action Research Longitudinal

Sample:
32 of 68 grade 1 classrooms in QED study, selected to represent a cross section of study schools in terms of socioeconomic status, academic aptitude, and the presence of grade 1 French immersion. An additional 8 classrooms, representative of the above cross section and near the class size norm for all classes in the /QED/ study. Data collected April and May 1973.

Methodology
The 32 schools underwent structural observations, the other 8 underwent structural and /interaction/ observations. No first year teachers were observed and each class underwent up to 12 observations. Data were taken from the coded results of a self-made structural observation instrument measuring teacher and student grouping and location, amount of movement, media used, subject matter of the lessons, and diagramatic view of the room, and of a Flanders Interaction Analysis (FIA), a numerical recording of teacher-group verbal interactions at 3 second intervals.
Structural and interaction observations were 10 and 20 minutes long respectively, and were made by 4 females given some initial training and a practical observation period. 7 classes undergoing only structural observation were not used for analysis due to insufficient data. 71F of planned structural observations were completed, allowing description but no comparisons; 58F of the planned interaction observations were completed, allowing some comparisons. Percentages for interaction observations and FIA categories and matrices (expressed in percent) are tabulated.

Findings:
1. Analysis of structural observation data was hampered by an inadequate number of visits and the inadequacy of certain scoring categories.
2. Language arts and mathematics (basic academic skills) were taught twice as often in the morning and creative arts were taught 3 times as often in the afternoon.
3. Some aspects of language arts were being taught on 64% of visits.
4. 55% of visits noted diversified classroom activities as opposed to traditional settings.
5. The teacher was surrounded by students on 45% of visits and was seated 65% of the teaching time.
6. Textbooks were used during 39% of visits, workbooks during 56%, walls or blackboards, 42%, art materials, 31%, and audio visual materials, 6%.
7. Teacher talk occurred on nearly all visits, student talk on 67% of visits.
8. Interaction observation results, compared to FIA averages, showed a disproportionately high amount of silence (44% vs. 12%) and a proportionately low amount of teacher talk

Conclusions:
1. With the addition of subdivided categories and multiple coding to indicate emphasis, Flanders test is a useful instrument for future use with QED
2. Structural observation should be restricted to certain aspects or variables such as time of day, or subject studied
3. Accuracy and reliability of observation can be verified

Special Features:
/Bibliography/ -- 3 items

Tests Included in Document:
Structural observation record; /Flanders Interaction Analysis/

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00961**

Ringlet, Michel Mori, George
-- The Quality Education Demonstration Parent Questionnaire.
-- Ottawa /Ottawa Board of Education/, Research Centre, 1973 -- 47 p. (-- Research report . 73-11)

SUBJECT

/PARENT/S /Grade 1/
/Attitude s to education/ and /school/s
/Educational/ /background/ -- Study regions /Ottawa/

ABSTRACT

Type of Study
Descriptive

Sample:
1,284 parents of students in the 68 grade 1 classes of the Quality Education Demonstration (QED) Programme sample. Data collected from February to May 1973.

Methodology
The QED parent questionnaire was sent home with the students. The frequency and percentage of responses are tabulated for school, geographic region, and background and attitude dimensions

Findings:
1 In 85% of families both parents were living at home
2 60% of fathers and 74% of mothers were high school graduates 20% of fathers and 7% of mothers had some university training or degree
3 90% of parents agreed that children should get as much education as possible; 85% felt education was important for job success
4 70% felt the schools were doing a good job, but 65% agreed the educational system needs to be changed to meet new social conditions.
5. About 6% of fathers and 14% of mothers were active in home and school associations, school advisory committees, or PTA.
6. The average home had 2.7 children and 190 books
7 59% lived in single or semi-detached houses.
8 There were differences between the backgrounds of urbanized lower socioeconomic areas, suburban areas, and transition areas, and these differences carried over to parental attitudes, to some extent
9 There were some differences between maternal and paternal attitudes

Conclusions
1 Correlation of these data with available data on the various area socioeconomic or ethnic factors and cross tabulation of questionnaire data are suggested

Special Features
/Map/ of Ottawa showing 5 geographical areas and schools in each area

Tests Included in Document
/QED/ parent questionnaire

(CL)

Availability MF not available at time of printing. HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education Mowat Block Toronto

PROCESSED REPORT **ON00962**

Martin, J. Carol

-- **Bilingual High School Survey Results.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1972. -- 28 p. (-- Research report ; 72-02)

SUBJECT

/BILINGUAL/ /SCHOOL/S

bilingual /Secondary school/s. /Attitude/s of /English speaking/ and /French speaking/ /parent/s and /student/s -- Study regions. /Ottawa/ -- Study examples: /grades 8-9/

ABSTRACT

Type of Study:

Descriptive; Comparative

Purpose:

To assess the amount of interest in a bilingual high school for those eligible to attend.

Sample:

8,374 Ottawa area students in grades 8 and 9 and their parents; 72% responded. Data collected January 1972.

Methodology:

Questionnaires were administered to the students and parents. A letter stating the proposed curriculum accompanied the questionnaire. Responses are grouped by /French/ and /English/ /language/ high schools, intermediate schools, and total. Frequencies and percentages based on the number responding and on school enrolment are tabulated.

Findings:

1. Out of 8,374 students, 6% had a strong interest in attending a bilingual high school; 18% had some interest; 49% had no interest; 27% did not reply.
2. Those not interested in the school suggested an increase or improvement in the present French learning process.
3. Parents were concerned about possible transportation difficulties; of those very interested, 84% in French schools and 89% in English and intermediate schools would travel over 3 miles if bus tickets were provided by the Board; 30% in French language schools and up to 69% in English language schools would travel up to 3 miles with their own transportation; about one- third in English schools would travel over 3 miles, making their own arrangements.
4. Of those very interested in the bilingual high school, 87% in intermediate and 78% in high schools were willing to attend a summer immersion course in order to qualify to attend the bilingual high school.
5. Results from 3 vocational, technical and commercial schools for which no bilingual program was planned showed a degree of interest in a bilingual school comparable to that from academically oriented high schools.
6. Those most interested in attending a bilingual high school showed greater confidence in French speaking ability.

Tests Included in Document:

Self-made /questionnaire/s in French and English

(JP)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00963**
Ottawa Board of Education
-- Summary Tables of Analyses Associated with 1970-71 and With Hypothetical High School Boundaries.
-- Ottawa : /Ottawa Board of Education/, Research Centre, 1972. -- 23 p. (-- Research report ; 72-01)

SUBJECT

/SECONDARY/ /SCHOOL DISTRICT/S
Establishment -- Study regions: /Ottawa/

ANNOTATION

Twenty-one tables provided information on the numbers of students and-or travel distances under several conditions. Using 1970-71 high school boundaries and computer-derived boundaries and their modifications, the tables give the implications of each set of boundaries. Variables presented in various combinations include geocoded and non-geocoded students at French and English schools, preferred language of instruction and program.

(MEM)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00964

Mori, George

-- **The Utilization of Paraprofessionals, Teacher Aides and Volunteer Workers in Canadian and U.S. School Systems : A Review of the Literature.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1971. -- 68 p. (-- Research memorandum ; 71-IV)

SUBJECT

/SCHOOL/S

/Paraprofessional/ /personnel/, /teacher aide/s and /volunteer/s. Use -- Study regions: /Canada/ and /Ottawa/

ABSTRACT

Type of Study:

/Literature review/; Discursive

Methodology:

Discussed are: paraprofessionals in other fields; professionalism in education; the training and institutionalization of paraprofessionals in the U.S. and in Ontario Community Colleges; volunteer workers in education; evaluative and descriptive studies on auxiliary personnel.

Conclusions:

1. The use of paraprofessionals in medicine has resulted in a move towards the professionalization of nursing.
2 In the U.S., 1 out of 4 teachers had had direct experience with a paraprofessional.
3. Fewer paraprofessionals are used in Canada than in the U.S., but their use in Canada is increasing and gaining in momentum.
4. The U.S. federal government finances most of the employment of paraprofessionals.
5. There are 26 kinds of paraprofessionals and hundreds of functions which they could fulfill.
6. Volunteers tended to be more variable in the experiences they brought to education. The idea that volunteer programs are inexpensive is erroneous.
7. Very few studies on the problem of evaluating the effect of auxiliary school personnel on education are truly evaluative.

Special Features:

1. /Bibliography/ -- 86 items
2. Chart showing organizational hierarchy of auxiliary school personnel

(HN)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00965**

Mori, George; Morrison, Frances E.; Halpern, Gerald
-- **Bilingual Education in the Elementary Schools : A Selected Annotated Bibliography.**
-- Ottawa : /Ottawa Board of Education/, Research Office, 1971. -- 57 p. in various pagings. (-- Research memorandum ; 71-II)

SUBJECT

/BILINGUAL/ /PROGRAM/S. /Elementary school/s
/Research/ -- /Bibliographies/

ANNOTATION

The report provides information on recent studies on bilingual education. Discussion and annotations are organized under: /experimental/ research (35 studies listed); and non- experimental, further divided into theoretical discussions (11 papers listed), and /curriculum/ or practical discussions (13 papers listed). Most of the research cited dates from the late 1960's and deals with English-French studies in the early grades, though some studies are concerned with older students and a variety of mother tongues and second languages.

A summary table for experimental studies indicates the date and place of each study, the grade levels and sample size and the languages involved. An index table for experimental studies classifies the research under: general achievement, arithmetic achievement, age factors, compound-coordinate, concept formation, creativity, cultural factors, immersion programs, intelligence, motivation and attitudes, and verbal ability.

A similar table for non-experimental studies classifies the research under: age factor, compound-coordinate models, methods and curriculum, organization, psychological aspects, and sociological and cultural aspects. An alphabetical listing of the studies is also included.

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00966**

Morrison, Frances E.

-- A Pilot Study of the Cultural Centre of Intensive French.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1971. -- 34 p. (-- Research report ; 71-04)

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /School/s

/Academic achievement/ of /student/s. Effects of /Cultural Centre of Intensive/ French -- Study regions: /Ottawa/ -- Study examples: /Grades 8-12/

ABSTRACT

Type of Study:

Pilot

Purpose:

To help plan a more complex /evaluation/ of the Cultural Centre of Intensive French (CCIF).

Sample:

269 grades 8 and 9 students and 91 grades 11 and 12 students at CCIF. 542 grade 8 students at 3 schools. 31 grade 8, 163 grade 9, 21 grade 10, 25 grade 11, and 17 grade 12 students at 4 schools. Matched groups of 19 CCIF and 18 non-CCIF grade 8 students at 1 school. Data collected 1970-71.

Methodology:

Data collection consisted of the administration: of pretest and posttest versions of CCIF-made /oral/ /facility/ and /aural/ /comprehension/ tests to all CCIF students; of speaking and listening comprehension sections from 2 levels of the MLA Cooperative French Test and the Pimsleur French Test, to grade 8-12 students in Ottawa schools; of a self-made post-CCIF questionnaire; of a self-made writing test and special speaking and listening comprehension tests to 1 CCIF session of grades 11 and 12 students; and of post-Pimsleur test telephone interviews with some students. Teacher assigned marks and ratings were collected. Scores were converted into stanines and percentages and selected comparisons and correlations were indicated between mean scores, concentrations and ranges of scores, and frequencies for all tests with each other, with publishers' norms and with teachers' ratings. Tables list mean scores, frequencies and stanines for various subsamples, tests, and subtests.

Findings:

1. Average Pimsleur listening comprehension scores were slightly below publishers' norms, varying less than might be expected between class subsamples, and showed a highly significant relationship with teachers' ratings.
2. MLA listening comprehension test scores were positively skewed and showed a significant correlation with Pimsleur test scores and teachers' ratings.
3. The average Pimsleur speaking test scores resembled publishers' norms; students who had attended CCIF improved significantly more on a retest than did the control students, especially in the vocabulary section.
4. The MLA speaking test scores showed a good correspondence with MLA listening comprehension scores and Pimsleur speaking test scores.
5. The questionnaires and interviews revealed: a positive attitude to CCIF and its benefits and to learning French; a lack of extracurricular opportunities for developing /language skill/s, and a practical motivation for learning French.
6. Retest scores improved moderately for students who had not attended CCIF, but less than for students who had attended.

Conclusions:

1. The CCIF Test d'Expression is an adequate measure of speaking ability and longitudinal change and is useful in assigning students to groups.
2. The CCIF Test de Compréhension is less likely to be useful for measuring change but is useful for assigning students to groups when used in conjunction with other data.
3. The Pimsleur tests are adequate for use with grades 8 and 9.
4. The MLA tests are difficult for less able students and more suitable for secondary school use.

Tests Used in Research but not Included in Document:

/Test d'Expression/; /Test de Compréhension/; /Test d'Écrit/ /MLA Co-operative French Test/, levels I and II; /Pimsleur French Proficiency/ test, Levels I and II, self-made CCIF /questionnaire/

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00967**
Halpern, Gerald
-- Information for Drug Education.
-- Ottawa : /Ottawa Board of Education/, Research Office, 1971. -- v, 25 p. (-- Research report ; 71-03)

SUBJECT

/FRENCH SPEAKING/ AND /ENGLISH SPEAKING/ /STUDENT/S. /Intermediate school/s and /secondary school/s
/Attitude/s to /drug/s and /drug education/
Use of drugs -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To discover the opinions of students, both users and non-users, about drugs, in order to incorporate them into the planning and development of a drug education (DE) program or as a part of a /health education/ program.

Sample:
Students in grades 7-12 in Ottawa public schools: 5,884 in English grades 7-8, 16,844 in English grades 9-12, and 4,732 in French grades 9-12. Data collected 1970.

Methodology:
105 questions were divided into 3 separate questionnaires: Alcoholic Survey; Tobacco Survey; and Drug Survey. Sequential sampling was used to distribute all 3 to students in each of 1,233 classrooms. Areas covered by the surveys included: distribution of students at different levels of drug use by grade, sex, and language; distribution of use of marijuana, speed, and LSD; parental awareness of drug use; opinion of DE received in school; type of DE wanted; preferred source and place of DE; reasons for drug use and stopping use; perceived harmfulness of drugs; and preferred grade level to start DE. Tables; bar graphs.

Findings:
1. /Marijuana/ was the most frequently used drug, followed by /LSD/ then /speed/.
2. About 75% of the parents of drug users were unaware of drug use by their children.
3. Students were interested in receiving information on the immediate and long-range use of drugs (84% of non-users, 89% of users), particularly the affect on mind and body (68% vs 54%).
4. The most accepted sources of DE depended on grade level and usage; grades 7 and 8 students preferred guidance counsellors, high school students preferred users or ex-users and doctors or lawyers.
5. The most popular place and time for DE programs was the school during the day.
6. Most users used drugs out of curiosity; heavy users were seeking fun, kicks or thrills.
7. Except for the younger students, marijunana was not seen as a dangerous drug.
8. 86% of English grades 7-8 students, 83% of English grades 9-12 students, and 81% of French grades 9-12 students believed DE should begin before high school.

Special Features:
/Bibliography/ -- 25 items

(TO)

Related Records: ON00956

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00968**

Mori, George

-- Personal History Data and the Evaluation of Principalship Course Applicants.

-- Ottawa : /Ottawa Board of Education/, Research Office, 1971. -- 43 p. (-- Research report ; 71-02)

SUBJECT

/PRINCIPAL/S. /Secondary school/s

Candidates for principals' /course/. /Selection/ by /interview/s related to Fleischman Leadership Opinion Questionnaire and personal history -- Study regions: /Ottawa/

ABSTRACT

Type of Study:

Comparative; Methodological

Sample:

A demographically homogeneous group of 48 teachers, self-nominated for a secondary school principalship course and randomly assigned to 1 of 4 interviewing teams each comprised of a superintendent, principal and vice-principal. Data collected 1971.

Methodology:

Each team interviewed 12 teachers; principals could not interview their own staff members. Self-disclosed personal history information (PHF) was collected from applicants, analyzed and coded. Prior to the interview, PHF was read by interivewers and the Fleishman Leadership Opinion Questionnaire (LOQ) was administered to applicants. Interviewers indicated their preinterview knowledge of the applicant. Raw rating scores were convertedto z-scores to serve as the basis for final ranking. PHF data were analyzed with England's weighted application blank (WAB) techniques, to determine the predictor value of PHF.

Interview traits rated were combined into 3 factors for factor analysis with 8 PHF items. Correlation coefficients and chi square values were calculated for interview score and prior contact data. Factor analysis allowed comparison of 3 traits rated in the interview with 2 LOQ factors; the relationship of LOQ scores to the overall rank ordering was analyzed. A 1-way analysis of variance was calculated for the 2 LOQ scores. Correlation coefficients and F ratios were calculated for LOQ and PHF data. Tables; bar graphs.

Findings:

1. 3 of 8 PHF items differentiated high and low scoring applicant groups in overall ranking.
2. Different PHF items interacted with the 3 interview factors in different ways. The effect varied from 5 of 8 items possessing differential weights to 4 of 8 to 1 of 8.
3. In 53% of 144 possible pairings, the interviewer had had some prior contact with the applicant. There was an even distribution across the statuses of the teams.
4. There were no statistically significant differences in scores received by applicants known to, and unknown by interviewers.
5. There was a strong correlation between the certainty of scores on human relations skill and sociability traits and the length of time of prior contact, and a slight tendency to give higher scores in these areas. There was a fair correlation between certainty and duration of prior contact for other traits; principals were most affected by this tendency, superintendents least.
6. There was little correlation between LOQ ratings and interview scores of PHF data.

Conclusions:

1. PHF plays a significant role in selection procedures and has predictive value for 2 of 3 factors rated during interviews.
2. The LOQ is not an acceptable independent source of /evaluation/ for substitution for parts of the interview or PHF data.

Special Features:

/Bibliography/ -- 13 items

Tests Included in Document:

Self-made personal history form; self-made rating forms

Tests Used in Research but not Included in Document:

/Fleishman Leadership Opinion/ Questionnaire

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00969**

Morrison, Frances E.

-- Mathematics Tests in Ottawa Schools.

-- Ottawa : /Ottawa Board of Education/, Research Office, 1971. -- 13 p. (-- Research memorandum ; 71-01)

SUBJECT

/MATHEMATICS/. /Grades 6-7/ and /grade 9/
/Test/s. Study regions: /Ottawa/

ANNOTATION

The report describes the procedures involved in the development by teachers, mathematics consultants and Research Centre staff of 2 mathematics tests - one for grade 9 and one still in the tentative stage for grades 6 and 7 for use by teachers as a /diagnostic/ and survey tool.

The tentative outline for the grade 6 and 7 test, designed to measure recall and performance of operations, understanding of concepts and processes, and analysis and solution of problems, covers the broad topics of: number systems, mathematical sentences and number relations; and geometry, measurement, and graphs. The test for grade 9 is outlined under fact and computation skills and comprehension and application in the general areas of: operations with whole numbers; operations with positive fractions; problems involving fractions, decimals and percents; properties of numbers; set notation and Venn diagrams; operations with integers; number sentences; and geometry and mensuration. Tables of /specification/s for both tests are included. For the grade 9 test, a table of arrangement of items and difficulty index (% correct) for the try-out group of 4000 English-speaking and 1000 French-speaking students tested in 1969 are included.

Notes:
The test for grade 9 is described in more detail in Research Memorandum 'Development of a diagnostic test in Mathematics for Grade 9,' 1970.

(TO)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00971**

Lokan, Janice J.

-- An Experimental Study Within and Between Three Media. Part I : Aims, Procedures, and Summary of Results. Part II : Results from the Immediate Posttest and Retention Test.

-- Ottawa : /Ottawa Board of Education/, Research Office, 1970. -- 58 p. in 2 vols. (-- Research report ; 70-04)

SUBJECT

/GEOGRAPHY/. /Curriculum/ subjects. /Secondary school/s
/Teaching/ by /film/s, /videotape/ /recording/s and /teacher/s -- Study regions: /Ottawa/ -- Study examples: /Grade 10/

ABSTRACT

Type of Study:

Experimental; Comparative

Purpose:

To compare the effectiveness of interrupted (I) and non-interrupted (NI) presentation of lesson material by each of video tape (VTR), 16 mm film (F), and teachers (Ts), in terms of immediate and delayed /retention/ and /attitude/s toward the media.

Sample:

241 grade 10 students at Ridgemont H.S., Ottawa.

Methodology:

The sample was divided into a 2 x 3 randomized block factorial design of 6 treatment groups and 1 control group, using previous level of achievement in geography as the blocking variable, and blocking within home forms. A cross tabulation of I and NI with the 3 media produced 6 25- minute lessons on an unfamiliar topic, which were presented to the treatment groups through sequential scheduling. 226 students in all 7 groups then wrote a self-made content posttest, assessing recall and application, and a self-made questionnaire assessing attitudes.

203 posttest papers underwent analysis of variance for factorial design with a single control group. Correlation coefficients between posttest scores, IQs, as determined by school records of Henmon-Nelson raw scores, and previous levels of achievement in geography, mathematics and science were calculated. 1-way analysis of variance was performed with the IQ data. 5 weeks later the posttest was readministered as a retention test without warning to 188 students. A covariance analysis of retention test scores was made using posttest scores as covariates. Tables; graphs.

Findings:

1. IQ would have been a better blocking variable than geography, the 2 having correlation coefficients with the posttest scores of .49 and .21 respectively. The 7 sample groups did not differ significantly in terms of either variable.
2. The total and subtest posttest scores of the treatment groups were higher than the control group scores, and had a moderate acceptable reliability coefficient of .82.
3. The treatment groups' total and knowledge subtest scores were similar to each other. Application subtest scores varied with I VTR scores higher than F or NI VTR scores, and NI F scores better than I F scores.
4. Total retention test scores for treatment groups decreased from 1.5 to 12%, with teacher taught groups having the lowest overall decrease and the highest application subtest scores.
5. 90% and 62% students thought F and VTR, respectively, were helpful.
6. 66% of students preferred /audiovisual aid/s interrupted for discussion and 75% preferred self-chosen interruption.

Conclusions:

1. Learning took place for all media and was retained for at least 5 weeks.
2. Customary media increase retention over novel media.
3. Further research is needed to assess generality.

Special Features:

2 /Bibliographies/ -- 6 items and 12 items

Tests Included in Document:

'Atmospheric Pressure' self-made content test

Tests Used in Research but not Included in Document:

Attitude /questionnaire/

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00972
Hendelman, Teena
-- Class Size : Does It Make Any Difference? A Survey of Literature.
-- Ottawa : /Ottawa Board of Education/, Research Centre, 1975. -- 35 p. (-- Research report ; 75-08)

SUBJECT

/CLASS SIZE/. Schools
  related to /academic achievement/, /attitude/s and /behaviour/ of /student/s
  related to /cost/s, /class management/ and /teacher/ /satisfaction/

ANNOTATION

Section I discusses definitions of class size, whether there is an /optimum/ class size and the relationship of class size to dollar costs, teacher morale, student preferences, student achievement, classroom procedures, student behaviour and /French/ learning. Section II is a chart that classifies and summarizes 45 studies and 12 /literature review/s on class size alphabetically by name of investigator. The chart is in 3 parts with findings and specifications about: reports on the effects of class size on student achievement; reports on classroom procedures, attitudes and satisfactions; and conclusions of literature reviews on class size. For parts I and II of the chart, the data include: investigator; title; sources and date of study; grade level and number in sample; measures used; other variables; size of classes; and findings. For Part III, the data include: author; title; number of studies covered; and conclusions. A /bibliography/ of 78 items is also included.

(TO)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00973**
MacNab, Grace L.
-- **The Cost of Paraprofessionals.**
-- Ottawa : /Ottawa Board of Education/, Research Centre, 1975. -- 10 p. (-- Research report ; 75-14)

SUBJECT

/PARAPROFESSIONAL/ /PERSONNEL/. Schools
/Cost/s related to /class size/

ABSTRACT

Type of Study:
Discursive

Purpose:
To determine by how much class size must be increased to justify the use of paraprofessionals (P) and teachers in a classroom, considering dollar costs alone.

Methodology:
The cost of Ps under different circumstances is discussed. The effects of /enrolment/ and class size guidelines on the options available to principals are outlined. Two graphs show the relative cost when the ratio of P cost to the teacher's salary is .25 and .5.

Conclusions:

1. The use of Ps will result in dollar savings only if the percentage increase in class size is greater than the percentage increase in costs due to the P.
2. Since class size guidelines tend to operate as ceilings and since adequate enrolment is necessary to maintain class size, the percentage difference between the teacher's salary and the combined salary of the P and teacher should be considerably less than the difference between class sizes if reliable savings are sought.
3. If a board feels that Ps can relieve the stresses of large classes, they might be used as reserves for small schools where the only choice is between classes that are too large and ones that are too small.

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PRELIMINARY REPORT **ON00974**

Halpern, Gerald; Lokan, Janice J.

-- Differential Validities for Shop Courses : Second Progress Report.

-- Ottawa : /Ottawa Board of Education/, Research Office, 1970. -- 81 p. (-- Research report ; 69-07)

SUBJECT

/STUDENT/S. /Vocational school/s

/Occupational/ /aspiration/ and /vocational/ /interest/s. /Test/s -- Study regions: /Ottawa/ -- Study examples: /Highland Park Vocational/ S.S. -- Study examples: /Grade 9/

ABSTRACT

Type of Study:

Methodological

Purpose:

To develop measures of vocational interests and occupational preferences as part of a comprehensive predictor battery for students unlikely to succeed in an academic program.

Sample:

About 320 first year students at Highland Park Vocational S.S. in Ottawa. Data collected October 1969.

Methodology:

Students were administered the Vocational Interest Inventory (VII), Self-Location of Traits (SLOT), and the Preference Record Form (PRF) as part of a predictor battery of tests. VII clustered items into scales for clerical, lower level technical, personal service, and low level occupations. Correlation coefficients (CCs) between VII scales and other predictor tests and intercorrelations between VII scales were computed separately for males and females, as were loadings of each item on four factors. SLOT items measured the preferred complexity level on each of the 3 dimensions of a 'data, people, and things' hierarchy; parallel forms were prepared for each dimension. PRF asked students to rank the 6 shops they would most like and least like to do and also rate 8 academic subjects on a 5-point Likert type scale. Factor analyses of PRF ranking data were undertaken for males and females. Tables; figures.

Findings:

1. CCs between VII scale scores and scores on other predictor tests were negligible.
2. All but one of the CCs between VII scales were moderately high; items correlated higher with the scale to which they were assigned than to other scales; hypothesized scales showed a high level of internal consistency.
3. VII factor analysis yielded 4 meaningful factors for each sex, accounting for 89% and 85% of the total variance for /male/s and /female/s respectively. Obtained factors were: white collar, blue collar, service and outdoor for males; and clerical, aesthetic, service, and low level occupations for females.
4. Within dimension CCs for SLOT did not reveal a pattern of inter-level correlations, but they were larger than across dimension CCs, indicating that the 3 dimensions were psychologically differentiated.
5. The SLOT 'things' dimension formed the clearest cluster; 'data' and 'things' dimensions overlapped.
6. PRF tasks were quite difficult for many students.
7. PRF ratings of academic courses showed a strong degree of similarity between the sexes; there was evidence of /sex/ bias in the shop course rankings.

Conclusions:

1. VII is a very useful instrument and should now be cross validated.
2. SLOT appears useful, but considerable revisions must be made to the instrument and to the methods of analyzing the data.
3. PRF added little information and should not be used again in its present form.

Special Features:

1. /Bibliography/ -- 19 items
2. Intercorrelations between all pairs of predictor tests
3. Explanation of Relationships Within Data, People, Things Hierarchies

Tests Included in Document:

Preference Record Form, Self Location of Traits

Tests Used in Research but not Included in Document:

/Vocational Interest Inventory/

(GC)

Availability: MF not available at time of printing, HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00975**

Lokan, Janice J.

-- Differential Validities for Shop Courses : Progress Report.

-- Ottawa : /Ottawa Board of Education/, Research Office, 1970. -- 21 p. in various pagings. (-- Research report ; 69-06)

SUBJECT

/VOCATIONAL/ /COUNSELLING/. /Student/s. /Vocational school/s
/Test/s. Battery. /Validation/ -- Study regions: /Ottawa/ -- Study examples: /Highland Park H.S./

ABSTRACT

Type of Study:
Longitudinal; Methodological

Purpose:
To analyze results of a predictor battery of tests for vocational students.

Sample:
All 361 first year students at Highland Park Vocational High School; analyses are based on scores for 287 students for whom all data were obtained. Data collected fall 1969.

Methodology:
Students were administered: IPAT Culture Fair Test; Nelson Reading Test; Differential Aptitude Tests (DAT) Mechanical Reasoning subtest; Ottawa Math IXF; Highland Park Mathematics Test; Clerical Aptitude Tests (number and name comparisons and filing); an object drawing test; and the Western Motor Ability Test (for males only). Means and standard deviations for all tests are tabulated for the total sample and for males and females separately. For the specially written filing and Highland Park Mathematics Test, tables show the percentage of students omitting each item, p values and the point-biserial r for each item. Graphs.

Findings:
1. Mean IQ was 86; half of all students had scores in the range of 76 to 92.
2. The mean reading score corresponded to a reading grade level of 5.9.
3. Median score on the DAT mechanical reasoning subtest was 37 for males, 31 for females; only 16% of males and 6% of females had scores above the medians for the total Ottawa student population.
4. Number comparisons, name comparisons and the object drawing test all yielded approximately normal distributions of scores.
5. The object drawing test was difficult and time-consuming to score.
6. Math IXF, written by all Ottawa grade 9 students, was too difficult for the Highland Park students.
7. The filing test was considerably speeded. The first 13 items discriminated well and showed satisfactory reliability.
8. The Highland Park mathematics test showed adequate discriminatory power and satisfactory reliability.

Conclusions:
1. The filing test's time limit should be increased from 5 to 6 minutes.
2. Research into possible scoring methods for the object drawing test and their reliabilities is needed.

Tests Used in Research but not Included in Document:
/Differential Aptitude Test/s, /Mechanical Reasoning/ subtest; /IPAT Culture Fair Intelligen/ce Test; /Nelson Reading Test/; Western Motor Ability Test/; self-made tests for filing, mathematics, number comparisons, name comparisons and object drawing

(GC)

Related Records: ON00935; ON00089; ON00087

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

FINAL REPORT (MINISTRY) ON00976

Morrison, Frances E.

-- A Four-year Follow-Up of Entering Grade 9 Students : Summary of the Descriptive Data Obtained in a Study of Characteristics of Students Who Entered Four Ottawa High Schools in September 1971.

-- Ottawa . /Ottawa Board of Education/, Research Centre, 1975. -- 20 p. (-- Research report ; 75-13) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/STUDENT/S. /Secondary school/s
  /Academic achievement/ related to /academic/ /ability/ and /age/
  /Part-time/ /employment/
/DROPOUT/S. Secondary schools
  Academic acility, academic achievement and /attitude/s to school -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Comparative

Sample:
Students at 2 academic-program schools and 2 schools with a wide variety of courses, who entered grade 9 in September 1971 and wrote at least 3 school entrance tests. Data collected 1975.

Methodology:
Entrance test scores and data from school records were collected; a questionnaire was administered to students still in school in 1975 and to others who could be traced. Standardized achievement tests were administered in early 1975. Descriptive and predictive analyses were conducted for: those in school up until January 1975; those who withdrew before mid-year 1974-75; and those who transferred schools. Tables.

Findings:
1. Students in the upper and middle percentile ranges on the aptitude entrance test tended to stay in school.
2. Significantly higher results on the verbal reasoning and numerical ability entrance tests were scored by those who stayed in school, who tended to be younger and more successful in advanced courses.
3. Students who withdrew had a lower accumulation of credits in their first year, had lower year-end averages and took fewer advanced level courses.
4. Over half of the students worked more than 10 hours per week in jobs outside school.
5. Students' course selections were generally successful; advice was most frequently sought from relatives and friends, than from counsellors and teachers.
6. A majority of students intended to continue their education past grade 12.
7. 10% reported family problems which affected their school work in earlier grades.
8. School leavers' questionnaire responses were similar to those of students remaining in school; in some cases leavers were more positive about the school and counsellors.
9. Less than 25% of school leavers had any additional training.

Conclusions:
1. Variety in age and sex differences and differences in the predictive validity of tests in different situations suggests a need for a better understanding of the criteria for school success.
2. Several questionnaire responses indicated the need for attention to certain groups of students or modifications to some school practices.

Tests Used in Research but not Included in Document:
/Davis Reading Test/, /Cooperative English Test/, /TASK English Test/; /Henmon-Nelson Tests of Mental/ Ability, /Differential Aptitude Test/s; self-made /questionnaire/

(MEM)

Contracting Institution: Ottawa Board of Education

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00977**

MacNab, Grace L.

-- **School Climate for French.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1976. -- 18 p. (-- Research report : 76-11)

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Elementary school/s
/Attitude/s of /principal/s and /teacher/s
Effects on /school environment/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To discern the climate for French by examining results of a study to determine the support for French at elementary schools, the way French programs meshed with the school's organization, and the degree of the integration of French into school life.

Sample:

Class teachers (NFTs), teachers of French (FTs), and principals (Ps), at Ottawa Schools. Data collected spring 1974.

Methodology:

As part of a larger study, separate questionnaires were administered to NFTs, FTs, and Ps. Percentage responses to questionnaire items relating to school climate are tabulated.

Findings:

1. A majority of NFTs: agreed that French was a good intellectual discipline, that it was a challenge and that learning French helped with understanding English; and felt that the emphasis on French /program/s was hard for low ability students, posed a threat to teachers' jobs, and used money needed elsewhere.
2. Large majorities of FTs said there were no displays around their schools of posters in French, posters about Quebec or France, student work in French, or books and magazines about Quebec, France or French or French-Canadian culture.
3. 63% of FTs said students seldom or never heard French in the school, outside of French class; 64% said French was seldom or never spoken in the staff room; and 55% were seldom or never greeted in French by other staff.
4. 69% of Ps felt children ought to be able to understand most of a conversation in French and to speak the language a little.
5. 52% of Ps felt the administrative problems associated with core French were about the same as for other subjects, 42% felt they were greater; 71%, particularly those in low socioeconomic areas, felt the benefits were worth the time spent.
6. Major problems with core French were related to the number of students FTs saw daily and FTs' lack of time to see students with problems.
7. In the majority of schools, French was not an integral part of the school's daily life.
8. Only student concerns were significantly associated with regrouping.
9. Crosstabulation among school climate items showed no significant associations; there was no consensus about French programs, organization, or presence among the members of a staff.

Conclusions:

The apparent lack of consensus may be the result of the instruments used or it may be that there is no consensus.

Tests Used in Research but not Included in Document:

Self-made /questionnaire/s

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00978**

Morrison, Frances E.

-- **Achievement in High School : A Predictive Study : A Summary of the Predictive Data Obtained in a Study of Characteristics of Students who Entered Four Ottawa High Schools in September 1977.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1976. -- 23 p. (-- Research report ; 76-07)

SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Secondary school/s
Prediction by /ability/ /test/s and /achievement/ in /grade 9/ and /grade 10/ -- Study regions: /Ottawa/
/

ABSTRACT

Type of Study:
Longitudinal; Comparative

Purpose:
To validate entrance tests and initial year-end averages as predictors of academic achievement.

Sample:
1,151 grade 9 students, of whom 667 remained at the same school until grade 12. 277 transferred between schools and 207 withdrew. Data collected from spring 1971 to January 1975.

Methodology:
Upon entering grade 9, most students wrote: 3 Differential Aptitude Tests; the Henmon Nelson Test of Mental Ability (HN); the Diagnostic Test of Achievement in Mathematics (Math 9); and the Nelson Reading Test (NR). These, together with year-end averages for 1971-72 and 1972-73 were primary and secondary predictors, respectively. Criterion variables, collected from school records, were: the number of advanced level courses, accumulated credits; year-end averages; and scores on standardized and self-made tests administered in January 1975. Questionnaires were administered to students remaining in school and to those who had left who were traceable. Simple correlations and multiple correlations derived from a step-wise regression analysis are tabulated. Contingency tables.

Findings:
1. There were significant differences in scores for each of the entrance tests between students remaining in a school and those who withdrew.
2. In 3 of the 4 schools, age proved a significant factor, with younger students taking more advanced courses, accumulating more credits, and obtaining higher marks.
3. Sex differences had an inconsistent and less marked relationship to criterion variables.
4. HN scores had the highest correlation with year-end scores; numerical ability scores had higher correlation with year-end scores than verbal reasoning scores.
5. Verbal aptitude test scores tended to be better predictors of criterion test scores than non-verbal aptitude test scores.
6. Correlations between mathematics criterion tests and all 4 aptitude tests tended to be similar.
7. In all the schools, the correlations between year-end averages in any 2 years were relatively high; correlations between the 1971-72 year-end average and the criterion tests ranged from .37 to .59, averaging about .50.
8. Correlations between NR and other predictors were similar to those for the verbal reasoning test, both were lower than the correlations involving HN.
9. In one school, HN was the single best predictor of year-end average, with verbal reasoning second. In two others, the numerical ability test was the best predictor, with age and abstract reasoning being better than HN or verbal reasoning.

Conclusions:
1. No consistently best predictor of academic achievement was found.
2. There is a need for better understanding of the criteria for academic achievement and for further investigations at the school level and in a broader based population.

Tests Used in Research but not Included in Document:
/Cooperative English: English/ Expression; /Davis Reading Test/;/Diagnostic Test in Mathemati/cs; /Differential Aptitude Test/s; /Henmon Nelson Test of Mental/ Ability; /Nelson Reading Test/; /Stanford Test of Academic/ Skills (TASK); English; /Test de français langue/ maternelle; self-made mathematics test

Notes:
Based on research funded by Ontario Ministry of Education, Grants in Aid of Educational Research

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00979**

MacNab, Grace L.; Hendelman, Teena

-- **Class Size Distributions.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1974. -- 17 p. (-- Research report ; 74-07)

SUBJECT

/CLASS SIZE/. /Elementary school/s

Effects of /immersion/ /French/ /language/ /program/s -- Study regions: /Ottawa/ -- Study examples: /Grades 1-3/

ABSTRACT

Type of Study:
Comparative

Purpose:
To examine the effect of French immersion programs on the number and size of /class/es.

Sample:
Regular students in grades 1-6 and French Immersion (FI) students in grades 1-3 in 488 classes in a suburban-rural school system (A), and 437 classes in an urban school system (B).

Methodology:
Data on teachers, class size, and /grade size/ were taken from principals' reports of September 1973. The theoretical and actual mean class size per school, grade, system, or program were calculated. Tables list means, variation by percentage, percentage of /split grade/s, and percentage differences between practice and theory.

Findings:
1. Definite policy statements regarding class size were difficult to obtain, but suggested theoretical and actual class size means for A were 22.4 and 29 respectively, and 29 and 29 for B; theoretically and actually, both systems had smaller classes in lower grades.
2. 2.3% of A schools and 25% of B schools had less than 160 students; smaller schools had a lower mean class size and more split classes.
3. 25% of classes in A and 43% in B were split into 2 and sometimes 3 grades, with a variation among schools of most to no split classes.
4. Mean class size for FI centres was 22.5 for A's 4 centres of 116, 100, 40, and 45 students divided into 14 classes; and 25 for B's 9 centres, all but one of which had over 100 students and which were subdivided into 30 classes.
5. There was no difference in the mean size of classes in A's schools with or without FI.
6. In grades affected by FI in A and B, class size differed by grade level but there was no consistent correlation to the percentage of students lost to FI.
7. The tendency toward smaller class size in smaller schools was not amplified by loss of students to FI unless over 25% ofthe students were lost.
8. There were more classes and a smaller average size in both regular and FI situations than policy dictated, with the difference greater for FI programs and greatest for A's FI program.

Conclusions:
1. Split classes, occurring at the discretion of the principal, have a pedagogical base and also help achieve uniform class size within an optimum range.
2. In practice, FI requires more classes due to the structure of the immersion program and the smallness of the classes rather than to the division of schools into 2 parts, but there is no evidence that the removal of students from regular programs affects regular class size.

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00980**

MacNeb, Grace L.

-- Factors Affecting the Control of Class Size.

-- Ottawa : /Ottawa Board of Education/; Research Centre, 1974. -- 17 p. (-- Research report ; 74-09)

SUBJECT

/CLASS SIZE/. Schools
  Affecting factors
  Control by /boards of education/

ANNOTATION

Factors affecting the /optimum/ class size, a balancing of /cost/ and pedagogical considerations, are described as being population density and composition, school plant and staff commitments. Methods outlined to increase board control over class size and the number of /class/es at the school level include: mechanisms to move staff and students among schools, large school sending areas, and the application of a formula to calculate the number of classes needed for reliable control. Also discussed are the implications for class size of discrete and continuous criteria for /grouping/ /student/s. Included are information on class size limits, proof of the formula and a class size table.

(MEM)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00982**

Lokan, Janice J.; Morrison, Frances E.

-- Some Aspects of Evaluation in Mathematics.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1972. -- 25 p. (-- Research report ; 72-11)

SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /School/s
/Criterion referenced/ /test/s -- Study regions: /Ottawa/ -- Study examples: /Grades 3-12/

ANNOTATION

The report describes tests to measure learning in mathematics and a technique to compare actual and expected /achievement/. The first part describes the organization and characteristics of 15 criterion-referenced tests developed by the Research Centre to measure student learning on a variety of specific topics in mathematics for grades 3 through 12. Illustrations of the table of specifications for 3 of these tests at various grade levels are provided: multiplication and division with whole numbers (junior level); manipulation of algebraic expressions (intermediate); and trigonometry (senior).

The uses of the test results for individual student assessment and classroom and grade comparisons are discussed. Part II of the report demonstrates how instructional effectiveness in mathematics can be evaluated by considering the relationship between scholastic aptitude as measured by the Dominion Test of Learning Capacity and actual achievement as measured by the Diagnostic Test in Mathematics. Graphs and tables are included.

Tests Used in Research but not Included in Document:
/Dominion Test of Learning/ Capacity; /Diagnostic Test in Mathemati/cs

Notes:
Based on research financed by Ministry of Education, Ontario.

(TO)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00983**

Lokan, Janice J.

-- After Highland Park : A Summary of the Main Findings from a Follow-up Study of the School and Job Experiences of Students Who Entered an Occupational High School in Ottawa During Its First Three Years, 1967-1969.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1973. -- 23 p. (-- Research Report : 73-04)

SUBJECT

/GRADUATE/S. /Vocational school/s
  /Employment/
/PROGRAM/S. Vocational schools
  /Attitude/s of graduates and /employer/s -- Study regions: /Ottawa/ -- Study examples: /Highland Park Vocational/S.S.

ABSTRACT

Type of Study:
Descriptive

Sample:
/Student/s who enroled in Highland Park H.S. during 1967-1969. 70 employers of former students. Data collected May 1972 - February 1973.

Methodology:
Questionnaires were completed by those still at the school and 1400 were mailed to former students; about 600 students responded and 200 of them, along with the employers, were interviewed. Frequencies are tabulated; diagrams show percentages.

Findings:
1. Of pre-1969 students: 72% received a Certificate of Training; 33% took some further training; 69% said they had been successful since leaving school; 11% were out of work and looking for jobs; and 5% had never worked.
2. Of 1969 students: 49% received Certificates; 14% took further training; 56% felt they were successful; 25% were unemployed and looking; and 14% had never worked.
3. Of all students: 77% were glad they had attended Highland Park; over half had held 3 or more full time jobs.
4. Of those who had worked, 90% found jobs within 3 months, 52% through relatives, friends or their own efforts, 21% through a school contact or work experience program.
5. Of males: 23% had service jobs, 12% clerical, 12% construction, 10% sales, 10% production and repairing, and 33% other jobs. Of females: 40% had service jobs, 30% clerical, 12% health and medicine, 10% artistic, and 10% other.
6. Students rated /shop/ specialty as: no use at all (41%), very useful (26%), quite useful (19%), or not very useful (14%).
7. Certificate holders' /salaries/ were only slightly higher; males earned more than females.
8. Employers admired the aims of the program, but only 29 said the program prepared the students well for the types of jobs held.
9. Good attitudes and /work habit/s were the characteristics most valued by employers.
3. Course emphasis on work attitudes and cooperation with others should be maintained and more emphasis should be placed on job application skills.

Conclusions:
1. The content and nature of /course/s should change with the demands of local industry.
2. Each student should have /skill/s for a cluster of jobs, not one specialization.

Tests Included in Document:
Self-made /questionnaire/

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00984**

Lokan, Janice J.

-- The Vocational Interest Inventory : The Development and Preliminary Evaluation of an Instrument to Measure the Vocational Interests of Low-reading High School Students.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1973. -- 52 p. (-- Research report ; 73-10)

SUBJECT

/SLOW LEARNER/S. /Vocational education/ /program/s. /Secondary school/s

Vocational /interest/s. /Test/s: Vocational Interest Inventory. /Development/ and /validation/ -- Study regions: /Ottawa/ -- Study examples: /Grade 9/

ABSTRACT

Type of Study:

Methodological

Sample:

212 male (M) and 106 female (F) students in 1969 (VS) and 193 M and 132 F students in 1970 (CVS), all entering grade 9 of a special vocational program for low achieving, low reading students. The average reading level and IQ were 5.7 and 86, respectively. Data collected fall 1969 and fall 1970.

Methodology:

M and F versions of a self-made vocational test inventory (V11) was administered. A preliminary set of cluster scores was derived from item scores. Alpha coefficients, corrected for item-scale overlap, were derived for VS by correlation of item scores with hypothesized scores. Factor analysis, performed for M and F VS responses, produced factor loadings in scales. Similar factor analysis on CVS data used a different computer package involving some procedural differences. Factor analysis was repeated using this second package for VS and CVS data combined.

Internal consistency reliability indices were computed for the derived scales, using VS and CVS data. Tucker's coefficient of congruence was computed to assess the correspondence between VS and CVS solutions. Items were categorized, omitting those whose classification was unclear, or whose factor loading was under .30 or divided. Factor analysis with a BMD computer package determined predictor battery intercorrelations for both VS versions. Scale stabilities were calculated by stepwise regression routines for V11 over intervals of 4, 9, and 13 months for CVS and 21 and 31 months for VS. Tables show means and standard deviations of the scales, item factor loadings, intercorrelations of predictor tests, alpha coefficients for hypothesized and derived scales, coefficients of congruence, item categorization, stability indices, and reliability. A bar graph shows the percentage distribution of the samples' reading levels.

Findings:

1. VS items had higher correlations with the hypothetical scale to which they had been assigned than with other scales.
2. The 4 factors extracted accounted for 89% of M and 85% of F VS variance.
3. Most items could be placed in a cluster and all had at least a moderate loading on at least 1 factor.
4. Further analysis of VS F data produced some differences.
5. The means and standard deviations for VS and CVS derived scales were not significantly different.
6. Tucker's coefficients of congruence were adequately high, with moderate to very good agreement of factors.
7. Interest scales were not significantly related to ability measures but were significantly interrelated.
8. Factor analysis on the predictor battery intercorrelations for both VS versions indicated the existence of at least 1 separate interest dimension in the battery.
9. Stability indices were fair, although lower than those for similar tests for regular students. Indices were higher for M than for F tests, and lowest for service interests.
10. Several V11 scales contributed significantly to prediction scores on various criteria.
11. Internal consistency reliability indices were satisfactory.

Conclusions:

1. The vocational interests of low ability students are more fluid than regular students' academic interests.
2. Composition of scales could be further revised.
3. V11 is a promising predictive instrument.

Special Features:

/Bibliography/ -- 39 items

Tests Used in Research but not Included in Document:

Male and female versions of the /Vocational Interest Inventory/

Notes:

Research was partially funded by Ministry of Education, Ontario.

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00985**

Staples, Leonard A.

-- **Hamilton's Grade 13 Schools : A New Concept.**

-- Hamilton : /Hamilton Board of Education/, Special Services Panel, Research Services Dept., 1977. -- 24 p.

SUBJECT

/GRADE 13 SCHOOL/S. /Hamilton/
/Attitude/s of /administrator/s, /graduate/s and /teacher/s
Graduates. /Postsecondary/ education
/Student/s. /Academic achievement/ -- Study examples: /Hamilton C.I./

ABSTRACT

Type of Study:

Pilot; Longitudinal; Comparative

Sample:

I: Approximately 900 students enrolled in September 1966 at Hamilton C.I. (HCI), a school solely for grade 13 students in lower Hamilton (LH). II: Grade 13 students in LH and upper Hamilton (UH) schools in 1964-67. III: 938 grade 13 students who earned an Honour Graduation Diploma in 1967 at all 4 Hamilton secondary schools, including HCI; of 868 traceable graduates, 684 (79%) responded. IV: All students who dropped out of grade 13 at Hamilton schools between September and December, 1972. V: Grade 13 graduates of Hamilton schools who entered 1st year at McMaster University during 1967-1970. VI: 589 students at HCI in 1972. Data collected 1964-72.

Methodology:

Teachers, administrators, and Sample I students held meetings in spring 1967 to evaluate the first year of the all grade 13 school. The percentages of successful grade 13 examinations written by the sample II students were compared. Questionnaires were mailed to sample III students, querying their post graduation experience and their views on how grade 13 prepared them for university. Questionnaires were also sent to sample IV students. First year results for sample V students were collected from the McMaster Registrar's Office. A questionnaire prepared by HCI staff was administered to sample VI students. Percentages are tabulated. Also discussed are: the development and characteristics of HCI; the development of a second grade 13 school; and the status of the schools in 1976.

Findings:

1. LH students wrote fewer successful grade 13 papers than UH students did in all years, but in 1966-67 61% of HCI students proceeded to university while 56% of UH students did so.
2. Between 1967 and 1971, 64% of the grade 13 graduates went on to university, 33% took other forms of further education or training.
3. In 1967, 62% of all grade 13 students entering university were male; by 1971, 81% of the /female/s and 65% of the /male/s, had obtained degrees.
4. 65% of HCI graduates said grade 13 prepared them for university life to a considerable or some extent; 67% of UH graduates gave a rating of very little or not at all.
5. The features of HCI most frequently mentioned by graduates was the development of student self-/responsibility/ through more liberal attitudes of the school and teachers. Negative comments were that there should be more emphasis on /guidance/ and on /research/ing materials, particularly for essay preparation.
6. Between 1967 and 1971 an average of 76% of HCI students successfully completed their first year at university, compared to 71% from the composite schools.
7. The most frequently given reasons by /dropout/s for leaving grade 13 were: undecided about future plans; lost interest in school; job opportunity or job attraction; and decision to pursue other education or training.
8. HCI students in 1972 felt that the quality of instruction was good, that the environment encouraged learning and responsibility and that the school rated high in academic excellence but low in school spirit.

Conclusions:

1. Teachers, students, and board officials endorsed the success of HCI in bridging the gap between secondary school and university.
2. Success was achieved by effective programming, use of special equipment, a different type of teaching, and a freer and more mature environment in which to develop self-reliance in learning. Teachers and students worked together in harmony, with a rapport conducive to learning.

Tests Used in Research but not Included in Document:

Self-made /questionnaire/s

(GC)

Availability: MF not available at time of printing ; HC - available for ref
Ministry of Education, Mowat Block, Toronto

ing ; HC - available for reference from Research and Evaluation Branch, Ontario

PROCESSED REPORT ON00986

York County Board of Education. Research Office
-- **The Educational Goals of Junior Kindergarten Programs.**
-- Aurora : /York County Board/ of Education, Division of Planning and Development, Research Office, 1977. -- 25 p.

SUBJECT

/JUNIOR KINDERGARTEN/
  /Educational/ /objective/s, /program/s, /teaching aid/s and /teaching method/s
JUNIOR KINDERGARTEN. /York County/
  /Cost/s. Estimates
  Educational objectives and programs. Proposals

ANNOTATION

The report considers Junior Kindergarten (JK) programs as an integral part of a comprehensive /early childhood education/ (ECE) program. The value bases of JK-ECE programs are discussed and the behaviouralist and phenomenologist approaches are described under: nature of the child's relationship to the world; view of the general purpose of ECE; philosophical, socioeconomic and psychoeducational roots; program examples; classroom environment; typical goals; /teacher/'s /role/; and typical methods and materials. Five conclusions are drawn from research on the effectiveness of JK-ECE programs in terms of their goals and of alternative pre- Kindergarten courses.

Operating costs and revenues of a JK program in York County are estimated on the basis of an enrolment of 2,680 students attending for one-half day each. Goals of JK-K programs, extracted from ECE statements and test-item pools, are outlined for the affective, intellectual, psychomotor and subject achievement domains. Also outlined are the intended clientele, stated goals and principal methods of seven JK-ECE programs: the Bereiter-Engelmann-Becker (/DISTAR/) model; the Behaviour Analysis model; the Demonstration and Research Centre for Early Education (/DARCEE/) model; the (Ypsilanti) Cognitive Curriculum; the (EDC) /Open Education/ model; the Tuscon Early Education model (/TEEM/); and the Bank Street model.

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00987**

Morrison, Frances E.

-- Development and Use of Mathematics Topics Tests : Elementary Series.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1974. -- 33 p. (-- Research report ; 74-04)

SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /Elementary school/s

/Criterion referenced/ and /diagnostic/ /test/s: Mathematics Topic Tests -- Study regions: /Ottawa/ -- Study examples: /Grades 4-8/

ANNOTATION

The report describes the /development/ and use of a diagnostic mathematics test battery designed to test computation, conceptual understanding and application of specific topics at the elementary (grades 4-8) level. Suggestions are given for effective administration and hand or machine scoring. The uses of group results to identify general strengths or weaknesses and to examine change within a class, between classes and between grade levels, and the uses of individual results to identify strengths and weaknesses and to examine changes are discussed and illustrated with data from the May 1973 pilot testing of over 10,000 Ontario upper elementary level students.

Suggestions are made regarding: complementary evaluation techniques; interpretation aids such as difficulty indexes and class analysis charts; and additional testing. Tables present test battery specifications and recommended grade levels; illustrative test-retest and comparative data; and ways of setting up class and individual records.

Tests Used in Research but not Included in Document:

/Mathematics Topic Test/s

Notes:

Based on research partially funded by Ministry of Education, Ontario, Grants in Aid of Educational Research.

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00989**

Keith, Robert F.

-- A Study of Attitudes and Opinions Toward the Use of Teacher Aides in Elementary Schools.

-- Toronto : /York Borough Board/ of Education, 1968. -- 21 p. in various pagings.

SUBJECT

/TEACHER AIDE/S. /Elementary school/s
Use. /Attitude/s of /principal/s and /teacher/s -- Study regions: /York Borough/

ABSTRACT

Type of Study:

Descriptive

Sample:

All 27 York Borough principals. 50 teachers, at 6 schools, selected to represent all borough teachers with respect to level taught, sex, and years of teaching experience.

Methodology:

Separate self-made questionnaires were completed by principals and teachers. Tables show response frequencies and percentages.

Findings:

1. The most frequently mentioned responsibilities that principals said should not be assigned to Teacher Aides (TAs) were: teaching (85%), discipline (56%), parent-teacher relations (40%), evaluating tests or seatwork (40%), and confidential matters (33%).
2. Tasks most frequently mentioned by principals as ones thatmight be assigned to TAs were: preparing lesson materials and cleaning up (93%), supervising lunch periods (67%), clerical duties (67%), supervising seatwork (52%), and hall and yard supervision (52%).
3. Tasks giving teachers the most /job satisfaction/ were: teaching generally (46%), individual attention (46%), lesson planning (25%), and extracurricular activities (23%). Least satisfying were: lunch, hall, and yard duty (85%), clerical duties (79%), acquiring and preparing materials (32%), and marking objective tests (29%). There were no differences by grade, sex, or experience.
4. There was great similarity between those tasks teachers considered least satisfying and those they would ask TAs to perform.
5. 39 teachers (81%) felt having a TA would make them more effective teachers, the main reasons being: more time to plan, prepare and give individual attention, relief from non- teaching chores and a better frame of mind.
6. The older the student taught, the less likely was the teacher to believe a TA would make the teacher more effective; there were also slight variations by sex and experience.
7. 50% of teachers (36% of /male/s and 54% of /female/s) preferred a reduction in /class size/ as a means of making them more effective. 25% (36% of males and 22% of females) preferred a TA.
8. 38% of teachers with 2-10 years experience and 13% of those with 11 or more years experience preferred a TA as the means of increasing effectiveness.

Tests Included in Document:

Self-made /questionnaire/s

(GC)

Availability: MF not available at time of printing; HC - available from Peel Board of Education, 73 King St. W., Mississauga, Ontario

PROCESSED REPORT **ON00990**

Hofland, Robert J.

-- A Study of Relationships Between School Libraries, Public Libraries, and the Library Borrowing Habits of Junior Elementary School Students.

-- Toronto : /York Borough Board/ of Education, 1969. -- 20 p.

SUBJECT

/RESOURCE CENTRE/S. /Elementary school/s
  Effects on /attitude/s of /student/s to /libraries/ and /reading/
  Effects on /library skill/s and /reading skill/s of students
  Effects on use of /public libraries/ by students -- Study regions: /York Borough/ -- Study examples: /Grades 4-6/

ABSTRACT

Type of Study:
Comparative

Sample:
Grades 4, 5, and 6 students at 2 schools, one with a /school library/ (A), one without (B). Data collected October 1968.

Methodology:
An attempt was made to match the schools on: proportion of immigrants and non-English speaking students; student mobility; parents' occupations; teachers' emphasis on reading and library use; and proximity to and facilities of a public library. Data for matching were obtained from a questionnaire administered to teachers. A student questionnaire was developed, pretested at another school and administered to A and B students. A t test was performed on differences between means. Tables; graphs.

Findings:
1. The schools were roughly similar on most characteristics although differences in parents' occupational levels could be interpreted as favouring B students.
2. There were no differences in the emphasis placed on reading and library use.
3. 59.20% of A students and 59.77% of B students belonged to a public library. On average, students at both schools visited public libraries less than once per month and more than once every 2 months, A students visited their school library slightly more than once a week.
4. Mean numbers of /book/s borrowed were 5.37 (A) and 2.72 (B), but there were no differences in the mean number of books borrowed from either of the public libraries.
5. A students scored significantly higher on measures of library and reading skills and of attitudes towards reading and library use.

Conclusions:
The students with access to a school library borrowed more books, developed greater reading and library skills and had more favourable attitudes toward reading and libraries than did students with access to a public library only.

Special Features:
/Bibliography/ -- 3 items

Tests Included in Document:
Self-made student library /questionnaire/

Tests Used in Research but not Included in Document:
Self-made teacher library questionnaire

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00991

Keith, Robert F.

-- The Professional Development Program : A Working Paper on Factors Influencing the Professional Development Program and Suggestions for Future Programs.

-- Toronto : /York Borough Board/ of Education, Dept. of Research, 1970. 15 p.

SUBJECT

/TEACHER/S. Schools

/Professional/ /development/. /Program/s

ANNOTATION

The study is a discursive outline of some general basic characteristics of professional development programs as systems which are discussed in terms of: system parts and their interrelationships; professional development priorities; external and internal system communications; participatory self regulation; and resource allocation. Program operating criteria outlined include: client group definitions; resource utilization and local emphasis; program content and program context or style. Some alternative approaches to professional development are suggested, and a proposed task force to provide detailed assessments of, and plans for professional development programs is described.

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00992**

Keith, Robert F.

-- **Teacher Aides in Elementary and Secondary Schools : A Report Prepared for the Joint Board- Teacher Major Study Group.**

-- Toronto : /York Borough Board/ of Education, 1969. -- 38 p. in various pagings.

SUBJECT

/TEACHER AIDE/S. Schools
  Use
  /Attitude/s of /teacher/s -- Study regions: /York Borough/

ABSTRACT

Type of Study:
Descriptive

Sample:
The 5 secondary schools in the Borough of York. 27 principals and 48 teachers from 6 borough elementary schools. Teachers were selected by their principals to represent the teacher population proportionately by levels taught, sex, and years of experience. Data collected 1968 and 1969.

Methodology:
Recent board committee reports outlining existing conditions and thoughts regarding the use of teacher aides for females' /physical education/, /clerical/ /work/, /technical/ /workshop/s, pupil /supervision/ and /science/ /laboratories/, as suggested by surveys of borough secondary schools and data provided by other Ontario Boards of Education, are presented. Elementary school educators completed self-made, self-administered questionnaires. Tables list response frequencies and percentages.

Findings:
1. Most Borough of York secondary schools offered some lay assistance to teachers for girls' physical education, clerical work, and science laboratories.
2. There were many aspects of technical workshops, student supervision, and science laboratories where lay assistance, often provided by other Boards of Education, could be used.
3. Elementary principals most frequently listed /teaching/, /discipline/, /parent-teacher/ /relation/s, confidential matters, /marking/ and lesson planning as responsibilities not assigned to teaching aides, /preparation/ and cleanup of lessons, /audio visual/ and display /material/s, supervision of seatwork and non-classroom activities, and objective marking were given as /responsibilities/ that could be given to aides.
4. Teachers' most satisfying tasks were teaching, individualized attention, lesson planning, /extracurricular/ /activities/, /diagnostic/ and /remedial/ work, and /skill/ /development/.
5. Teachers' least satisfying tasks - clerical duties, non-classroom supervision, material preparation, and objective marking - corresponded closely to their concept of teacher aide responsibilities.
6. 81% of teachers thought aides would improve their teaching by releasing them from less satisfying tasks, with the distribution higher for women and lower grade teachers.
7. For teaching improvement, 50% of teachers preferred reduced /class size/ and 25% preferred teacher aides. Proportionately more teachers with 2 to 10 years experience (38%) preferred aides over reduced class size (13%).

Tests Included in Document:
Self-made elementary school principals' and teachers' /questionnaire/s

(CL)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00993

Hunter, Susanne M.; Virgin, Albert E.; Toffoli, Louise
-- **Survey of Secondary School Perceptions.**
-- Willowdale : /North York Board of Education/, Research Dept., 1977. -- 71 p.

SUBJECT

/ATTITUDE/S. /Parent/s, /student/s and /teacher/s. /Secondary school/s
To /education/ and schools -- Study regions: /North York/

ABSTRACT

Type of Study:
Comparative

Purpose:
To survey the perceptions of secondary school students, teachers, and parents concerning school and education, and to compare these results with a similar study completed in 1971-72.

Sample:
8 secondary schools in North York, out of 22 invited to participate; 765 grade 12 students (S) randomly selected from the 8 schools; 663 parents (P) of grade 12 Ss in the 8 schools (41% of 1600); and 635 staff members (Ts) including administrators (76% of 837). Data collected February 1977.

Methodology:
Questionnaires were administered to each group. The questionnaires were composed of questions from the earlier study and additional ones constructed by the schools in areas of concern to the individual schools. Subjects responded on a 5 point agree-disagree scale to questions covering: /standard/s and /evaluation/; /rule/s and /regulation/s; /discipline/; /curriculum/; and education in general. The results were computerized and reported in 4 sections: response patterns; a comparison of the 1971-72 and 1976-77 results by item for S, P, T; a comparison of S, P, and T perceptions on topics of common concern; and a comparison of 1971-72 and 1976-77 results by group. Tables; bar graphs.

Findings:
1. 84% of Ps and 75% of Ts reported that formal /examination/s were necessary; 59% of Ss strongly agreed or agreed, while 33% disagreed.
2. 53% of Ss and 88% of Ts indicated that Ss in the school were not hampered by pointless rules and regulations, about 31% of Ss reported being hampered, and 15% had no opinion; 61% of Ps felt Ss should not have more voice in determining rules and regulations.
3. 67% of Ss, 65% of Ps, and 80% of Ts indicated that the school was providing a good education; 25% of Ps disagreed, and 17% of Ss had no opinion.
4. 88% of the Ss reported that they had sufficient freedom to decide what they wanted to study; approximately 75% of Ps and Ts disagreed or strongly disagreed that Ss should have more voice in deciding what they wanted to study.
5. 65% of Ps and 71% of Ss reported that there was not too much emphasis on /mark/s.
6. 75% of Ps reported that discipline in the secondary schools should be stricter; Ts were split in their attitudes, with 43% agreeing that their school was too permissive and 47% indicating that their school was not too permissive.
7. 56% of Ss and 67% of Ts reported that the school gave all students equal opportunity to obtain the best education, 25% of Ss and 23% of Ts held the opposite opinion.
8. 90% of Ts liked teaching in their school; 64% of Ss reported liking their school.

Conclusions:
1. In the 5 years between surveys, significant changes consistent with the conservative swing in education took place in Ss' perceptions. These included: a shift towards a feeling that formal exams are necessary, that there is sufficient academic freedom, and that schools need disciplinary power; fewer students feeling hampered by rules and regulations; an increase in positive attitudes toward teachers and school; and an increased proportion of Ss who gave no opinion on a number of items, perhaps indicating increasing apathy.
2. The attitudes of Ps and Ts were consistent with the conservative pattern of student responses.

Tests Included in Document:
Self-made /questionnaire/s

(TO)

Related Records: ON00488; ON00493

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00994**

Thorman, Richard I.

-- The Metropolitan Toronto School Board : A Projection of Ruvenues and Costs of Education from 1977 to 1986.

-- Toronto : /Metropolitan Toronto School/ Board, 1977. -- 54 p.

SUBJECT

/EDUCATIONAL/ /ADMINISTRATION/. /Metropolitan/ areas

2-tier and 1-tier /boards of education/ related to educational /finance/ -- Study regions: /Metropolitan Toronto/

ABSTRACT

Type of Study:

Theoretical

Purpose:

To examine projected /income/ and /cost/s of education in elementary and secondary school systems in Metropolitan Toronto under the present 2-tier system, which includes the Metropolitan Toronto School Board (MTSB), and under the system proposed in the Report of the Royal Commission on Metropolitan Toronto (The /Robarts Plan/), which would abolish MTSB.

Methodology:

Futures modelling techniques were used to explore the probable financial effects of /inflation/ factors, levels of /provincial grant/ support, and assessment growth rates. Basic data were obtained from those sources which were most informed about each specific data category. Revenue and expenditure data were categorized under variable costs, fixed costs, and revenue. Phase I of the model projected the basic data to 1986 under the assumption that the 1977 standard of education in each area board would be maintained and that the /tax/ rate would vary accordingly. Phase II allowed alternative options to be explored; the excess of shortfall in revenues by boards resulting from selected mill rates could be translated into implications for /student-teacher/ /ratio/s, average /salary/ of /teacher/s and other variable expenditures.

Five simulations were carried out: the first (SI) was based on an annual inflation rate of 8%, provincial support of 60% of ordinary expenditure in elementary schools, 54% in secondary schools, and 75% of extraordinary expenditures for both levels, and the inclusion of a negative grant when provincial grant formulae resulted in one; SII assumed an 6% inflation rate; SIII assumed a 10% inflation rate; SIV assumed no board would suffer a negative grant; SV assumed a reduction in provincial support of ordinary expenditures to 55% for elementary, and 49% for secondary levels. Changes in mill rates, variable and fixed costs, revenues, /staff/s and /enrolment/ for each board in each year under both plans are tabulated.

Findings:

1. SI revealed that the spread between the lowest and highest mill rates under the Robarts Plan would be: 5.22 mills (a 12.7% differential) in 1977 and 11.87 mills (19.2%) in 1986 for elementary rates; and 6.40 mills (19.5%) in 1977 and 11.50 mills (25.4%) in 1986 for secondary rates.
2. In SII, elementary mill rates would rise from 42.47 in 1977 to 55.81 in 1986; secondary rates would rise from 34.17 to 41.99.
3. In SIII, the elementary mill rate increased from 42.47 to 77.12, the secondary rate from 34.17 to 58.13.
4. The elementary panel of the Toronto Board of Education was the only area affected by SIV. The 1977 elementary mill rate would drop from 41.08 to 38.12, the 1986 rate would drop from 61.80 to 55.43 mills.
5. In SV, the 1977 Metro elementary mill rate would be 3.8 mills greater than under existing provincial support levels, the secondary rate 2.6 mills greater; in 1986, elementary and secondary rates would be 5.6 and 3.4 mills greater, respectively.

Conclusions:

1. The financial disparity among boards which would have occurred in 1977 under the Robarts Plan will continue into the future and will increase unless boards are prepared to accept significant changes from the current levels of educational services relative to each other.
2. The model will be stored and available for other simulations.

(TO)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00995**

Metropolitan Toronto Educational Research Council
-- **Amended Constitution and Objects.**
-- Toronto : /Metropolitan Toronto Education/al Research Council, 1966. -- 8p.

SUBJECT

/EDUCATIONAL RESEARCH/. /Metropolitan Toronto/
/Organization/s. Metropolitan Toronto Educational Research Council -- /Constitution/s

ANNOTATION

The articles of the Metropolitan Toronto Educational Research Council, and the sections within each article, give information on: name and location, membership, directors, officers, the secretariat, fiscal year and meetings, fees, committees, voting procedures, finances, procedures in the event of dissolution, amendments to the constitution, and the adoption of regulations. The /objective/s for which the Council was established are listed under: information, coordination and planning, and initiating research at the Metropolitan level.

(GC)

Availability: MF - $0.50; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

381

PUBLISHED REPORT **ON00997**

Macnab, Grace L.

-- Costs and Benefits of Some Features of Basic French Programs.

-- Ottawa : /Ottawa Board of Education/, 1977. -- 17 p. (-- Research report ; 77-13)

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. Schools
/Program/s. /Cost effectiveness/ -- Study regions: /Ottawa/

ABSTRACT

Type of Study:

Descriptive; Comparative

Sample:

Students at various grade levels in various basic French programs in the Ottawa and Carleton Boards of Education. Data collected fall 1973 and spring 1974.

Methodology:

Six parameters were studied: /class size/ (CS); the time allocated (TA) to French instruction (F); /homework/; location of F; poster displays; and library funds spent on material for F. To study CS, grade 9 and 10 students were randomly assigned to large and small classes, both types being taught by each teacher. Tests of French listening skills were administered and a modified Flanders method of observation was used; results were compared. In the TA study, a 40- minute daily F program was introduced in September 1973 in grades 7 and 8 in one board and spring 1975 results were compared to those of a 20-minute daily F program in the other board. Grades 1 and 2 scores on listening tests from 1973-74 for students in the 20- and 40-minute programs were compared. Other data were collected by questionnaires given to French teachers and principals in spring 1974. Tables, graphs.

Findings:

1. For students in large and small classes, no significant differences in listening developments were found even after 2 years or when classes were streamed by French ability; interaction patterns were similar.
2. In the TA study: 40-minute students began with lower average scores and had problems with curriculum material; the gain over 20-minute students was only slight by grade 7 and had disappeared by grade 8. In the 40-minute program in grades 1 and 2: costs were increased by non-utilization of the class teacher when F was in progress; considerably more French was learned by the 40-minute students.
3. Assigned homework was not related to comprehension gain scores in grades 1 and 2, had a weak positive effect at grades 3-5 and a substantial positive effect at grades 6-8.
4. Provision of an F classroom did not show large enough gains in learning to justify the expense, but did show a positive effect on teacher morale.
5. The percentage of the library budget used to buy French books and magazines did not affect learning at grades 1-5 but had an effect for grades 6-8.
6. Poster display had positive effects on learning at all levels.

Conclusions:

1. Lower class size is not a cost-effective way of gaining learning benefits.
2. For grades 7 and 8, the cost benefits of 40- and 20-minute programs seem similar; for earlier grades, it seems likely that learning due to more time increases in proportion to costs.
3. At the intermediate level, homework seems to be a cost-effective way of increasing learning.
4. Inexpensive ways of encouraging learning are the allocation of funds for the provision of posters and books rather than magazines, especially in grades 6-8.
5. With more understanding of the relationships between costs, parameters and learning, programs to increase learning rather than costs could be designed.

Tests Used in Research but not Included in Document:

Self-made /questionnaire/s; /Flanders Observation Method/; IEA Population II; Je Said; OISE K and OISE 1

Notes:

Paper was presented to Ontario Educational Research Council, Toronto, December 2, 1977.

(MEM)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON00998

Cebrynsky, W.M.; Chambers, F.J.; Dagilis, R.; Harvey, E.R.; Murray, T.: Romeiko, J.; Semenovs, I.
-- **The Effectiveness of Summer School : Report of Toronto Secondary Schools' Committee.**
-- Toronto : /Toronto Board of Education/, 1970. -- 53 p.

SUBJECT

/STUDENT/S. /Summer school/s. /Secondary school/s
/Academic achievement/. Affecting factors
/Attitude/s to /program/s
Subsequent academic achievement -- Study regions: /Toronto/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To determine the attitudes of students and teachers towards summer school and to carry out a general evaluation of the program.

Sample:
2697 grades 9-12 students in 5-year programs who attended academic summer schools (SS) in 1970 and enrolled in English, history, geography, mathematics, science, or French, at 8 schools. 128 SS /teacher/s (T); 2414 regular secondary school (RS) Ts, 1467 responding. Data collected 1970.

Methodology:
Data were gathered through analyses of school /mark/s to determine achievement patterns before, during, and after SS, and through questionnaires administered to SS students, SS Ts, and RS Ts. SS results and those of the following year were analyzed by /subject/. /Qualification/s of SS and RS staffs were compared. Tables.

Findings:
1. Of 610 SS students carrying SS subjects to the next level, about 60% passed the subject at the end of the year, though all had failed the subject at the previous grade level.
2. Students had positive attitudes towards their SS subjects; two-thirds who had previously attended SS said it was helpful in the following year.
3. 64% of SS staff had between 4 and 9 years experience, while only 38% of RS staff had such experience.
4. A majority of Ts had favourable attitudes toward SS; two-thirds of RS and 96% of SS staffs felt SS was beneficial to students.
5. A majority of SS staff and students felt there was no difference in /standard/s between RS and SS; over 80% of SS staff felt marking and testing standards were the same, 17% felt they were higher.
6. 40% of students said that summer course content was different from the work they took at RS, particularly in /English/; other problems were the volume of work covered per day, and a change of textbooks.
7. Students attending SS viewed it positively; over 90% felt they were making better progress than they had in the previous year.
8. Suggested modifications followed no clear pattern, providing no guidance as to changes which might improve SS.

Conclusions:
1. Student success at SS is likely to be related to good teaching and smaller /class size/ as well as repition of subject matter.
2. Academic SS should be continued in grades 9-13.
3. The selection of experienced SS Ts, through the recommendation of their principals, should be continued.
4. RS and SS department heads should collectively establish a core of material to be studied at academic SS; all SS staff should meet with department heads to resolve problems resulting from the diversity of materials.
5. The SS /core/ program may be modified by SS department heads on the basis of diagnostic tests administered on the first day.
6. The emphasis on fundamental skills necessitates that consideration should be given to providing a review of basics in /mathematics/ and /French/; special thought should be given to the recommendation of students for SS in these 2 subjects.
7. Consideration should be given to a fee structure.
8. The implications of increasing diversity of RS courses and its effect on SS should be examined.

Special Features:
1. /Literature review/
2. /Bibliography/ -- 5 items

Tests Included in Document:
Self-made /questionnaire/s

Notes:
This report was compiled and analyzed with the aid of the Toronto Board of Education, Research Department.

(TO)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON00999**

Titus, Allan L.

-- A Comparison of a Traditional and a 'Culture Fair' Intelligence Test for 'Disadvantaged' and 'Non-Disadvantaged' Grade 4 Students.

-- Scarborough : /Scarborough Board of Education/, Research Centre, 1976. -- 16 p.

SUBJECT

/INTELLIGENCE/. /Culturally disadvantaged/ and /language handicapped/ /student/s. /Grade 4/ /Culture free test/s. /Evaluation/ -- Study regions: /Scarborough/

ABSTRACT

Type of Study:

Comparative

Purpose:

To determine whether culturally and-or linguistically disadvantaged Grade 4 students scored significantly higher on the IPAT Test of 'g': Culture Fair, Scale 2 (IPAT) than on the Dominion Group Test of Learning Capacity, Scarborough Edition.

Sample:

All grade 4 students in 10 randomly chosen schools in Scarborough. Nine out of 10 schools participated.

Methodology:

The DLC was administered to most of the grade 4 students in February, 1976. In May, grade 4 teachers in the sample submitted names of all students whom they considered to be culturally or linguistically disadvantaged to the extent that they would have been given an inaccurately low IQ score on the (verbal) DLC test. Forms A and B of the IPAT were administered on separate days in June 1976; Form B scores were used in the analysis. Students lacking a score on the DLC or on either form of the IPAT were eliminated, reducing the sample to 47 'disadvantaged' and 287 'non-disadvantaged' students. For comparison purposes, the frequency distribution of IPAT scores for all 334 students was transformed so as to have the same mean and standard deviation as the frequency distribution of DLC scores for all 334 students. This transformation did not change the z-score of each student.

Findings:

1. Comparing the DLC scores and transformed IPAT scores, the mean gain for the 'disadvantaged' students was 1.6 points. The mean loss for the 'non-disadvantaged' students was 0.3 points. The difference (1.9 points) was not significant at the .05 level (t = 1.22).
2. The 'disadvantaged' students scored significantly lower on both tests than the 'non- disadvantaged' students (mean scores: 97.7 and 107.1, respectively, on the DLC; and 99.3 and 106.8, respectively, on the IPAT).
3. Pearson product-moment correlations between the two tests were: for the whole sample: r = .57; for the 'disadvantaged' students, r = .55; and, for the 'non-disadvantaged' students, r = .54.

Tests Used in Research but not Included in Document:

/IPAT Culture Fair Intelligen/ce Test; /Dominion Group Test of Learn/ing Capacity, Scarborough Edition, Junior Level Edition

(AUT)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON01000**

Titus, A.L.

-- **Grade Eight Mathematics Testing, 1974-76.**

-- Scarborough : /Scarborough Board of Education/, Research Centre, 1976. -- ii, 44 p.

SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Grade 8/
In /mathematics/ -- Study regions: /Scarborough/

ABSTRACT

Type of Study:
Descriptive

Sample:
In 1974, 483 grade 8 students in 14 schools selected to reflect a range of socioeconomic background. In 1975, 4,050 students at 12 of 16 senior public schools in the borough and 24 of 32 K-8 schools.

Methodology:
In June, 1974, students were administered the Watson Diagnostic Mathematics Test. The latter /test/ was extensively modified the following year to produce the Scarborough Test of Basic Arithmetic Skills, Form B; this test and a pretest version were made available to any school requesting them. An item analysis was conducted for a group of 6 schools chosen to be fairly representative of the 36 volunteer schools. Frequency distributions, percentages and percentile ranks are tabulated. Graph.

Findings:
1. The average score on the Watson Test was 41.2 out of a possible 59 (69.8%).
2. The mean score on the Scarborough Test was 41.5 out of a possible 60 (69.2%); the median score was 43.5.
3. The graph of the frequency distributions of scores on the Scarborough test was negatively skewed, indicating that the test did not discriminate small differences among the top-scoring students.

Conclusions:
The test results cannot be interpreted as norms for the borough.

Tests Included in Document:
/Scarborough Test of Basic Arit/hmetic Skills - Grade 8, Forms A and B; /Watson Diagnostic Mathematics/ Test

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON01001

Titus, A.L.

-- **Grade 5 Mathematics Testing 1975.**

-- Scarborough : /Scarborough Board of Education/, Research Centre, 1976. -- ii, 24 p.

SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Grade 5/
In /mathematics/ -- Study regions: /Scarborough/

ABSTRACT

Type of Study:
Descriptive

Sample:
2345 grade 5 students at 40 schools originally selected partly on a voluntee- basis and partly on a random basis; the randomness of the latter sample was destroyed by the lack of an adequate response. Data collected March 1975.

Methodology:
Scarborough's Mechanical Arithmetic Test, Form A, was administered. Students were given 40 minutes to complete the 40-question test. The percentages of correct responses to each question are tabulated.

Findings:
1. On average, 90% of each class finished the /test/ in 31 minutes.
2. The questions had a considerable range of difficulty; the 'easiest' question was answered correctly by 96.5% of the students, the most 'difficult' by 37.1%.
3. The average score was 29.9 out of 40.

Conclusions:
The results cannot be generalized for all Scarborough students.

Special Features:
Memoranda concerning grade 5 mathematics testing

Tests Included in Document:
Scarborough Board of Education /Mechanical Arithmetic Test/: Grade 5 - Form A

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON01002

Sprumont, Barbara L.

-- **The Technical Graduate in Scarborough : A Survey of Employment, Further Education, and Perceptions about Technical Education in High School 1971-76.**

-- Scarborough : /Scarborough Board of Education/, Research Centre, 1977. -- 52 p.

SUBJECT

/GRADUATE/S. /Technical education/ /program/s. /Collegiate/s
/Attitude/s to the programs
/Employment/ and /postsecondary/ /education/ -- Study regions: /Scarborough/

ABSTRACT

Type of Study:

Comparative

Purpose:

To determine how beneficial technical training has been to graduates of technical programs.

Sample:

I: 583 students randomly selected from the group of students who had graduated between 1971 and 1976 from Scarborough's collegiates with at least three technical credits at the senior level. Data collected October-November 1976. II: Previous study - 459 students graduating from technical programs in 4 of Scarborough's collegiates between 1963 and 1967.

Methodology:

A questionnaire designed to obtain information from graduates concerning employment, further education and perceptions about technical education in high school was used to interview 566 graduates by telephone and to survey 17 graduates by mail. Frequencies of responses, plus means and standard deviations for specific questions, are presented for the total group of graduates interviewed for each of the six years (1971-76) and for nine areas of technical specialization.

Findings:

1. 63% of 1971-76 graduates found jobs right after completing high school; the remaining took further education.
2. Compared to 1963-67 graduates, fewer 1971-76 graduates found jobs related to their technical specialization in high school, fewer felt that their technical training had helped them acquire their first jobs, and, at the time of the interviews, fewer of the 1971-76 graduates whose first jobs had been in their areas of specialization were still in jobs related to their training.
3. Slightly more of the 1971-76 graduates, compared to the 1963-67 graduates, had taken some sort of further education.
4. Most 1971-76 graduates (86%) felt that their technical training had been useful to them, especially for personal use around the house and in their hobbies.
5. If they were to repeat high school, 69% of 1971-76 graduates would take the same technical program again, about 17 per cent would take some other technical program, and only 14% would take some other program outside of the technical area.

Tests Included in Document:

Self-made survey /questionnaire/

(AUT)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON01003**

Sprumont, Barbara L.; Dilling, Harold John
-- **Trends in Technical Education in the Collegiates : Enrolment, Program, and Teacher Training.**
-- Scarborough : /Scarborough Board of Education/, Research Centre, 1976. -- 155 p.

SUBJECT

/TEACHER/S. /Technical education/ /program/s. /Collegiate/s
/Attitude/s to /course/s, /facilities/, /organization/ and /teacher education/
/Professional education/ -- Study regions: /Scarborough/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To collect data on the present status of technical education in Scarborough's collegiates in the areas of /enrolment/, program, and teacher training.

Sample:
78 Technical Teachers, 14 Assistant Technical Directors, 15 Technical Directors, 12 Guidance Heads, and 14 Principals in Scarborough's collegiates. Data collected in June 1975.

Methodology:
A questionnaire providing feedback from technical educators, Guidance Heads, and Principals concerning their perceptions of technical education was designed by the Enrolment, Program, and Teacher Training Sub-Committees of the Program Advisory Committee on Technical Education in conjunction with members of the Research Centre. Questionnaires were completed by those involved in their individual schools. Frequencies of responses, plus means and standard deviations for specific questions, are presented for each of the groups completing the questionnaire.

Results of the survey are summarized under the following major headings: background information of teachers responding to the survey; perceptions of being a teacher of technical education; opinions of acceptable teaching load; technical facilities; teacher training; organization of technical courses at the high school level; co-requisite and special course requirements for technical courses and programs; influence of the /credit system/ on technical education; opinions concerning present technical programs; enrolment; /objective/s of technical education; changes in technical education; and further comments.

Conclusions:
Findings on enrolment, program, and teacher training, along with those from reports dealing with attitudes toward technical education and end-product (graduates), are to be used in the preparation of a comprehensive report by the Program Advisory Committee on Technical Education. This report will summarize the present status of technical education in Scarborough and will present recommendations for the future.

Tests Included in Document:
Items from the self-made /questionnaire/ are included within the text of the report

(AUT)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON01004

Dilling, Harold John; Sprumont, Barbara L.; Wideman, Marilyn E.
-- **Purposes and Methods of Student Evaluation as Perceived by Students and Teachers.**
-- Scarborough : /Scarborough Board of Education/, Research Centre, 1977. -- xi, 73 p.

SUBJECT

/EVALUATION/. /Student/s. /Secondary school/s
/Attitude/s of /parent/s, students and /teacher/s -- Study regions: /Scarborough/

ABSTRACT

Type of Study:
Descriptive

Sample:
4,949 Collegiate Institute students (S) at levels 1, 3, and 5; 517 teachers (T). Data collected 1977.

Methodology:
Self-made questionnaires to collect data on Ss' and Ts' perceptions of 30 purposes of evaluation (PE) and 6 methods of evaluation were administered in period 2 of the first day 1 of a preselected week. Analyses included means, standard deviations, and average ratings. Results were calculated for each grade, level and subject for each of Ss and Ts and total group. Tables show means for the total group, for each grade level, and each subject grouping, and a summary of the 'most important' purposes and 'most effective' methods of evaluation as perceived by Ts and Ss.

Findings:
1. PEs rated as 'most important' by the total group were: to diagnose for remediation; to develop work and study habits; to encourage a serious learning attitude; to validate certification; to provide learning opportunities; to provide a measure for Ss, and to help plan for the future.
2. PEs rated as 'most important' by at least one subgroup of Ts and Ss were to provide a mark and individual assessment, and to motivate learning; PEs so rated by Ts were to test long term retention, to measure effectiveness of teaching, and to provide a measure for parents and T.
3. The T group rated more methods of evaluation as 'most effective' for fulfilling the 'most important' PEs than did the S group. Main types were term tests, term assignments, daily work, and formal examinations.
4. Few S subgroups considered any method of evaluation as 'most effective', the main type being term assignments.

Special Features:
/Bibliography/ -- 3 items

Tests Included in Document:
Self-made /questionnaire/s

(MEM)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON01005

Sprumont, Barbara L.; Dilling, Harold John; Wideman, Marilyn E.; Titus, Alan L.
-- How to Do Research : A Handbook for Educators.
-- Scarborough : /Scarborough Board of Education/, Research Centre, 1977. -- ii, 31 p.

SUBJECT

/EDUCATIONAL RESEARCH/
/Research methodology/ -- /Handbook/s

ANNOTATION

The handbook contains information collected from many sources and used in the Scarborough Board of Education Research Centre over a number of years. The functions of the /research department/, its personnel, and the procedures to be followed by staff wishing to conduct research, are described. The need for educational research is discussed and information is given on the classification of /research studies/ and the /guideline/s for conducting a /research/ project. A listing of the resources available to educators include: facilities providing research information; sources of principal literature, and notes on research methodology and report writing with /bibliographies/ of 17 items and 3 items respectively.

Notes:

H.J. Dilling produced some of the original materials used in the handbook and edited the manual produced.

(MEM)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT ON01016

Spigel, Judith

-- **Selecting Students For An Enriched Academic Program.**

-- Mississauga : /Peel Board of Education/, 1976. -- 7 p.

SUBJECT

/GIFTED/ /STUDENT/S. /Elementary school/s

/Screening/ for /enrichment/ /program/s -- Study regions: /Peel County/ -- /Guideline/s

ANNOTATION

The report contains four specific guidelines, in the form of a checklist, about the types of /behaviour/s shown by students who might benefit from an enrichment program. Designed to sensitize teachers and to act as a descriptive screening device, the checklist was pilot-tested by classroom teachers in May-June 1976 and was subsequently revised, with two new sections added. Specific suggestions from teachers are briefly noted.

In its final form, the checklist contains sections on: learning, achievement and motivational characteristics; social, emotional and personality characteristics; physical and coordination characteristics; relevant information obtainable from parents; and information on mental abilities for children who do not speak English as a first language. The latter section presents descriptions of the /culture free test/s.

Tests Used in Research but not Included in Document:

Raven's /Progressive Matrices/; the /Leiter International Perform/ance Scale, the /Arthur Point Scale of Perfor/mance; /IPAT Culture Fair Intelligen/ce Tests; and the /Columbia Mental Maturity Sca/le, third edition

(GC)

Availability: MF - $0.50; HC - available from Peel Board of Education, 73 King St. W., Mississauga, Ont.

PROCESSED REPORT **ON01017**

Spigel, Judith

-- Region-Wide Testing in Reading and Mathematics. Grades 4, 7, and 10, Fall 1976.

-- Mississauga : /Peel Board of Education/, 1977. -- 15 p.

SUBJECT

/STUDENT/S. /Grade 4/, /grade 7/ and /grade 10/

/Academic achievement/ in /mathematics/ and /reading achievement/ -- Study regions: /Peel County/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To provide a system overview of student achievement in mathematics and /reading/ in grades 4, 7 and 10.

Sample:
3,900 students in each of grades 4, 7 and 10 were randomly selected, with adjustments made to take into account multiple units of schools. The sample represented 24% of grade 4, 21% of grade 7, and 20% of grade 10 total enrolments. Data collected in fall 1976.

Methodology:
The Sequential Tests of Educational Progress (STEP) subtests for reading, mathematics computation, and basic /mathematical concept/s were administered. Approximately 1,300 students at each grade level completed each of the subtests. Mean results for Peel students were compared to U.S. norms. Raw score ranges, means, percentage means, and percentiles are tabulated. Graphs.

Findings:

1. On the reading subtest: grade 4 students scored higher than the norm group in comprehension, translation and inference, and analysis; grade 7 scores were identical to norms in all areas; and grade 10 students scored essentially at the same level as the norm group.
2. In mathematics /computation/, Peel grade 4 students were below the norm in fractions, above the norm in elementary algebraic manipulations and at the same level as the norm group in whole numbers, decimals and percentages and concrete numbers; and were slightly higher in the arithmetic operations of addition, substraction, and multiplication, slightly lower in division.
3. In mathematics computation, grade 7 students scored below the norm in fractions, above in elementary algebraic manipulations; showed negligible differences in other skill areas; and had identical scores in arithmetic operations. Grade 10 students showed no substantial differences in skill areas and had scores similar to, or slightly above the norms in arithmetic operations.
4. In mathematics concepts, grade 4 scores were identical to norms in recall of facts and performing manipulations and also in higher mental processes; they were slightly lower in demonstrating comprehension of mathematics concepts.
5. Grade 7 students were slightly below the norm in the concepts skill of demonstrating comprehension and were similar to the norm group in other skill categories.
6. Grade 10 students scored slightly below the norm group in facts recall and manipulations and in demonstrating comprehension, and had scores similar to the norms for the other skills.

Conclusions:

1. Grade 4 and 7 results were consistent with those obtained in previous years; no comparison data exists for the grade 10 sample.
2. /Curriculum/ and /test/ factors could have influenced the relatively low grade 10 scores.

Tests Included in Document:
/Sequential Tests of Education/al Progress, II

(GC)

Availability: MF - $0.50; HC - available from Peel Board of Education, 73 King St. W., Mississauga, Ont.

PROCESSED REPORT

ON01018

Spigel, Judith
-- **Using a Survey to Gather Research Data.**
-- Brampton : /Peel County Board of Education/, n.d. -- 7 p.

SUBJECT

/DATA COLLECTION/. /Research methodology/
By /survey/s

ANNOTATION

The /interview/ and the /questionnaire/ as survey techniques are defined and compared, as are the /questioning/ /technique/s of closed and open-ended questions. Formatting considerations and introductory approaches to respondents are noted. Also discussed are: the pre-/testing/ of /instrument/s; ways of selecting respondents; and tabulating and graphing data from 'closed' and 'open-ended' questionnaires. Appendices include pointers on interviewing, examples of 'closed' questions and an outline and explanation of what a /research/ /report/ should contain.

(GC)

Availability: MF - $0.50; HC - available from Peel Board of Education, 73 King St. W., Mississauga, Ontario

PROCESSED REPORT **ON01019**
Spigel, Judith
-- **Surveys of Opinions About Professional Activity Days.**
-- Mississauga : /Peel Board of Education/, 1976. -- 8 p.

SUBJECT

/PROFESSIONAL DEVELOPMENT DAY/S. /Teacher/s. /Elementary school/s
/Program/s. /Attitude/s of /parent/s, /principal/s, /superintendent/s, teachers and /vice- principal/s -- Study regions: /Peel County/

ABSTRACT

Type of Study:
Descriptive

Sample:
20 Superintendents (S), 118 elementary principals (PL), 56 vice-principals (VP), about 2500 teachers (T), 120 resource personnel (RP), and about 4,200 parents (PT); responding were 10 S (50%)); 100 PLs (85%), 40 VPs (71%), 1277 Ts (51%), 75 RPs (62%), and 2027 PTs (48%). Data collected March 1976.

Methodology:
3 self-made questionnaires were administered, 1 to Ss, PLs, VPs, and RPs, 1 to Ts and 1 to PTs. Percentages are reported.

Findings:
1. An average of 84% S, PL, VP and RP felt professional activity (PA) days were very important; 61% T and 39% PT agreed.
2. Half the Ss, 25% PL and VP and 48% PT felt there had been too many PA days during the year.
3. For the 1976-77 school year, a majority of PLs, VPs, RPs, and Ts felt 11-12 PA days would be about right; 37% PT felt 6 days would be appropriate, 32% preferred 1-5 days.
4. /Inservice/ program content was considered appropriate to a great extent by 50% S, 33% PL, 15% VP and 25% RP; 40% S, 50% PL, 60% VP and 57% RP felt it appropriate to some extent.
5. PA days spent in student evaluation were effective to a great or some extent according to 60% S, 66% PL and VP, 36% RP, and all Ts who spent time so.
6. 80% S, 90% PL, 70% VP, 55% RP and 77% T felt PA days spent planning programs were effective or useful to a great or some extent.
7. 60% S, 65% PL and VP, 35% RP, 66% T and 31% PT felt PA days spent meeting with parents were effective or useful to a great extent.
8. Of the PTs: 51% would definitely or probably attend PA programs organized by schools; 91% felt PA days presented no problems, and 29% preferred PA days to be on Mondays, 29% on Fridays.
9. 28% S, PL and VP and 11% RP felt parents would support the concept of PA days over the next 2 years; about half the Ss, PLs and VPs and 69% RP felt the majority of parents would become critical of the concept.

Tests Included in Document:
Self-made /questionnaire/s

(GC)

Availability: MF - $0.50; HC - available from Peel Board of Education, 73 King St. W., Mississauga, Ont.

PROCESSED REPORT **ON01020**

Spigel, Judith

-- French Instruction in Peel : Survey of Parent Opinion.

-- Mississauga : /Peel Board of Education/, 1975. -- 6 p.

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Elementary school/s and /secondary school/s /Program/s. /Attitude/s of /parent/s -- Study regions: /Peel County/

ABSTRACT

Type of Study:

Descriptive

Sample:

4,750 parents (P) of students (S) in kindergarten (K) to Grade (G) 13, distributed as follows: K-G5, 1,800 (46% return); G6-7, 800 (45% return); G8, 400 (42% return); G9-10, 900 (28% return); G11-13, 850 (25% return). Data collected October 1975.

Methodology:

Questionnaires were sent to parents in every school randomly sampled in proportion to its enrolment. Data were collected on questions relating to the values of learning French (F); existing F programs and F instruction in general, Ps' expectations about the level of F skills at the end of High School; and background characteristics of respondents.

Findings:

1. Of the Ps 85% felt F was beneficial to Ss; most were positive about the role of F knowledge in fostering /bilingualism/ and /biculturalism/; about 50% for all grade groupings felt English was not the only language of use in Ontario; a large majority did not feel that early introduction of F would interfere with learning English and 'basics'; many in all grades, particularly in Gs 11-13, felt F study helped the study of other languages but not necessarily the study of English or other subjects, and that F should not be a pre-requisite for post- secondary education; a majority felt F was an asset in securing jobs.
2. A large majority of Ps agreed with the extending of F instruction down to G6; dissatisfaction with present programs was expressed by 14% G6-7; 27% G8 and 9-10; and 29% G11- 13; the programs were believed most effective in improving /speech/ /skill/s, least effective in /writing/ skills; 62-70% wanted F introduced in GK-3; F immersion was favoured by 26% of Ps; positive attitudes decreased at secondary school grade groupings.
3. Ps' expectations of high skill levels in F understanding, speaking, /reading/, and writing were 60% among K-5 Ps, but decreased steadily over the grades to 35% in G11-13.
4. 75-84% of Ps in all grade groupings spoke only English at home, 14% mainly English, and 3% mainly a language other than English; 44% had some or had completed postsecondary education; and almost all Ps in all grade groupings reported that the child's mother or child's father spoke 'a little' or 'no' French.

Tests Used in Research but not Included in Document:

Self-made /questionnaire/

(MEM)

Availability: MF - $0.50; HC - available from Peel Board of Education, 73 King St. W., Mississauga, Ont.

PROCESSED REPORT **ON01021**

Spigel, Judith
-- **Primary Task Force : Teacher and Parent Questionnaire.**
-- Mississauga : /Peel Board of Education/, 1975. -- 13 p.

SUBJECT

/PRIMARY GRADE/S.
/Class size/, /evaluation/ /method/s and /program/s. /Attitude/s of parents and teachers
/Teacher/s. /Qualification/s, /inservice/ /education/ and /job satisfaction/ -- Study regions: /Peel County/

ABSTRACT

Type of Study:
Descriptive

Sample:
All Peel primary teachers (T); responses received from 604. 1200 randomly selected /parent/s (P) of students (S) in grades K-3; responses received from 531 (44%). Data collected June 1975.

Methodology:
As a follow up to the surveys of parents and primary teachers in 1973 and 1974, questionnaires were administered. Results are described within the contexts of: background information; /planning/ /preparation/ and /timetable/s; /curriculum/, student /achievement/; evaluation of student progress; utilization of resources and inservice education; philosophy, objectives and expectations; classroom organization, /teaching method/s and 'climate'; morale, satisfaction, and attitudes; and /parent-teacher/ interaction and communication. Where applicable results are compared with those of earlier surveys. Tables.

Findings:
1. For Ts: 45% had no primary /certification/; 11% had a primary specialist certificate; 63% had 2 or more years teaching experience in Peel; and 34% taught classes of 30 or more students, with grade 3 tending to be the largest.
2. 43% T reported 'music' as the subject most often cut due to time pressure; the total T group spent about 50 hours per month on duties beyond normal instructional hours; preparation in advance was 1 day for 34%, 1 week for 55%; 58% almost always planned alone. 62% T felt the English and mathematics core curricula were useful as aids; about 68% felt they provided objectives; and about 50% felt they improved skills.
3. The most stressed subjects were Language Arts (50%) and mathematics (38%); 53% T were aware of /curriculum development/ (CD) department work; 50% felt that Ps should not be involved in CD, while 52% P wanted consultation. 84% P felt Ss education was appropriate, 58% wanted more home study.
4. 53-73% T rated their class as average, 82% T and 76-82% P were satisfied with performance levels; 62% P wanted more 'drill'. In assessment, 62-70% T found standardized tests helpful, 62% found 'teacher constructed' measures essential. 81% T conferred with other Ts; 24-31% T reported that /principal/s (PR) and /vice-principal/s (VPR) did not confer with them.
5. Most important T resources were: other Ts, /resource centre/ and-or /librarian/, P and S /volunteer/s, PR and VPR; also positively rated were /consultant/s, audio-visual centre, psychologist and primary assistant.
6. 89% P felt that schools were 'well equipped', 41% suggested summers and holidays for T professional development, and 73% were positive about junior kindergarten.
7. Ts had greater knowledge of what others expected of them and felt that the emphasis on basic skills in the primary program was of benefit to Ss and more acceptable to Ps; 58% T were satisfied with their involvement in decision making.
8. 54% T and 43% P saw classrooms with Ss of similar age and varying ability levels as ideal; about 40% T felt that Ss were appropriately placed, about 30% P wanted more independent S work; 84% P felt classroom discipline was firm and friendly; 85% P felt Ts understood Ss and 93% S enjoyed school; 77% P thought traditional teaching methods were best.
9. A majority of Ts was dissatisfied with the time available for tasks; 30% T reported a decrease in morale.
10. 80% T were satisfied with P cooperation; P's main information sources were Ss, Ss' friends, Ts, bulletins and newsletters; 78% P were satisfied with PR communications.

Tests Used in Research but not Included in Document:
Self-made /questionnaire/s

(MEM)

Availability: MF - $0.50; HC - available from Peel Board of Education, 73 King St. W., Mississauga, Ont.

PROCESSED REPORT ON01022

Spigel, Judith

-- Identification of Intellectually 'Gifted' Children : An Overview.

-- Mississauga : /Peel Board of Education/, 1975. -- 7 p.

SUBJECT

/GIFTED/ /STUDENT/S. Schools
  /Intelligence/ and /cognitive/, /emotional/, /moral/, /physical/ and /social/ /development/ -- Comparisons with other students
  /Screening/

ANNOTATION

Section 1 of this report discusses issues concerning the definition of intellectually 'gifted' children, including /IQ/ level and the inclusion of highly creative children in the gifted category.

Section II details the characteristics of 'gifted' children in relation to their less 'gifted' /peer/s. Three categories are used: intellectual-cognitive-school achievement characteristics; social-emotional-values orientations; and physical characteristics. The issues and principles in identification of the 'gifted' are outlined in Section III with various identification techniques described. Also included is a /bibliography/ of 15 items.

(MEM)

Availability: MF - $0.50; HC - available from Peel Board of Education, 73 King St. W., Mississauga, Ont.

PROCESSED REPORT **ON01024**

Spigel, Judith

-- **Open Area Study : Final Report.**

-- Mississauga : /Peel Board of Education/, 1974. -- 43 p. in various pagings.

SUBJECT

/OPEN PLAN/ /SCHOOL/S. /Elementary school/s
  /Attitude/s of /parent/s, /principal/s, /student/s, /teacher/s and /vice-principal/s
TEACHERS. Open Plan Elementary schools
  /Job satisfaction/ and /professional/ /development/ -- Comparisons with teachers in /traditional plan/ schools
STUDENTS. Open plan elementary schools
  /Academic achievement/, attitudes, /independence/ and /responsibility/ -- Study regions: /Peel County/ -- Study examples: /Grade 4/ and /grade 7/ -- Comparisons with students in traditional plan schools

ABSTRACT

Type of Study:
Comparative

Purpose:
To test 10 hypotheses to evaluate open area schools and their effect on students and teachers.

Sample:
660 Grade 4 (G4) students from open area (OA) schools, and 399 G4s from traditional design (TD) schools; 714 grade 7 (G7) students from OA schools, and 547 G7s from TD schools. G4 students were from 15 schools and G7 students from 5. 102 teachers (T), 52 responding (50%); 45 principals (P) and vice-principals (VP), 33 responding (73%); and 500 parents (PA), 135 G4 and 118 G7 responding, (about 50%). Data collected 1973-74.

Methodology:
Questionnaires measuring sense of /security/ were distributed to 600 G4 students from 8 schools chosen randomly from the larger sample. Academic achievement data were taken from the 1973 County Testing Program, in which the Canadian Lorge-Thorndike Intelligence Test and the Canadian Test of Basic Skills were administered to all G4s and G7s. Questionnaires were distributed to Ts, Ps, VPs, PAs, and students to discover attitudes toward educational issues, school program, and /classroom environment/. Tables of means and percentages.

Findings:
1. G7 TD students scored significantly higher than OA students on the vocabulary subtest; there were no other significant differences. Among students in the low /IQ/ grouping, however, those in G4 at OA schools showed significantly higher scores on the reading subtest and those in G7 at TD schools scored significantly higher on the vocabulary subtest.
2. TD G4s expressed significantly more positive attitudes toward the nonphysical and physical aspects of their learning environment; TD G7s had significantly more positive attitudes.
3. Both OA and TD Ts felt their students were adequately developing creativity, curiosity, and problem-solving ability; with respect to /research/ /skill/s and teaching learning strategies, more OA than TD Ts emphasize these areas.
4. G4 students in the 2 types of schools did not differ regarding /communication skill/s, but in G7 there was evidence that TD students had more positive attitudes toward verbal exchanges in the classrooms.
5. Ps and VPs from OA and TD schools sought the same characteristics in /personnel/; however, Ps and VPs from TD schools seemed more satisfied with staffing decisions over the past 2 years.
6. The 2 groups of Ts did not differ in their assessment of overall satisfaction; however, OA Ts reported spending more time in non-classroom activities and noted stress areas including discipline problems, team teaching, and general work load, especially for Ts new to the OA setting.
7. There were few differences between the groups regarding professional growth.
8. There was a tendency for greater utilization of /material/ resources in OA than TD schools.
9. Both groups of G4 PAs were generally positive about the school and its program; at the G7 level, OA PAs were less positive than TD PAs and less positive than their G4 OA counterparts.
10. Regarding student attributes of self-reliance, independence, acceptance of responsibility for decisions and behaviour, sense of security, and feelings about self, TD students had significantly higher scores in the areas of security, consistency, and independence, and were significantly lower in insecurity.

Special Features:
/Bibliography/ in footnotes -- 5 items

Tests Included in Document
Self-made /questionnaire/

(TO)

Availability: MF - $0.50; HC - available from Peel Board of Education, 73 King St. W., Mississauga, Ont.

PROCESSED REPORT **ON01025**

Peel Board of Education. Research Unit

-- Review of Eight Widely Used Standardized Tests

Research Unit Newsletter; I (Fall 1977) p. 1-43

SUBJECT

/STANDARDIZED/ /TEST/S

ANNOTATION

For each test, an overview provides information on: test name; intended grade level, number of alternate forms; size of norming sample; publication date; subtests included; time required for administration; types of derived scores provided; availability; and costs. Also provided for each test are: a general description taken from the test manual and the literature; and a detailed description of the /language arts/ portions of the test prepared by Peel Board consultants. For most tests, the relationship of test items to the objectives in 'The Formative Years' are outlined.

Tests Used in Research but not Included in Document:
/Canadian Tests of Basic Skil/ls, Metric Edition; /Stanford Achievement Test/ and /Stanford Test of Academic/ Skills, /Metropolitan Achievement Tes/ts; /Cooperative Primary Test/s; /Sequential Tests of Educatio/nal Progress, Series II; /Gates-MacGinitie Reading Tes/ts; /Nelson-Denny Reading Test/, New Forms; and /Nelson Reading Test/, Revised Edition

Notes:
Newsletter is published by /Peel Board of Education/, Research Unit.

(GC)

Availability: MF not available at time of printing; HC - available from Peel Board of Education, 73 King St. W., Mississauga, Ont.

PROCESSED REPORT ON01026
Burnham, Brian
-- The Telephone Survey Method in Theory and Practice.
-- Aurora : /York County Board/ of Education, Division of Planning and Development, 1977. -- 23 p.

SUBJECT

/DATA COLLECTION/. /Research methodology/
Applications of /survey/s

ANNOTATION

Ten standard techniques for gauging public opinion are listed and the pros and cons of each are indicated. Particular emphasis is given to /telephone/ /interview/s, a method used for nine years by the York County Board and found to be flexible, valid, reliable, quick and inexpensive. The roles of the decision-maker and the researcher or survey administrator in conducting a survey are described.

Included under specifics relating to survey implementation are notes on: understanding roles and techniques; ways of identifying possible publics; administering a survey and finding interviewers; and the possible use of computer facilities. Helpful hints discovered through years of using the technique are presented and a survey of parents conducted to determine opinions on a French summer school is described as a case study. A schedule of questions to be put to parents concerning professional activity days is included as a sample instrument.

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON01027**

-- A Guide to Programs for the Gifted Offered by Ontario School Boards. Compiled by Brian Burnham and Lorne Cook
-- Aurora : /York County Board/ of Education, Division of Planning and Development, 1977. -- 18 p.

SUBJECT

/GIFTED/ /STUDENT/S. Schools
/Program/s -- Study regions: /Ontario/

ANNOTATION

The guide presents the findings of an informal survey made in summer 1977 of all school boards in southern Ontario and of all large boards in northern Ontario. For each of the 19 boards reporting programs for the gifted, information is provided on: program liaison officials, program population and means of selection, and program description. The names of program /administrative/ /personnel/, liaison officials for the 7 boards planning or initiating programs and liaison officials of the 13 boards reporting no programs for the gifted are given.

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

PROCESSED REPORT **ON01028**

York County Board of Education. Research Office
-- Report For 1976.
-- Aurora : /York County Board/ of Education, Research Office, 1977. -- 19 p.

SUBJECT

/RESEARCH DEPARTMENT/S. /Boards of Education/
/Organization/ and /Activities/ -- Study regions: /York County/

ANNOTATION

The responsibilities of the Research Office and the Research Officer are described. Activities illustrating the office's work in 1976 are organized under: consultation with board committees, school staffs and individual teachers, test, program, and technology research and development; workshops; publications; contributions to professional development activities sponsored by agencies other than the board; co-ordination of research in York County by outside investigators and board staff; and identifying and contacting outside resources for research and development in the County.

(GC)

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

IN PROGRESS **ON01030**

Paton, Garth

-- The Relationship Between The Financial Structure, Aims and Objectives, Personnel Roles, and Decision Components of Physical Education in Ontario. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/PHYSICAL EDUCATION/. /Curriculum/ subjects. /Secondary school/s
  Curricular /program/s and /extracurricular/ /activities/. /Educational/ /objective/s and expenditures by /boards of education/
/EXPENDITURE/ /CEILING/S, 1971. Boards of education
  Effects on curricular and extracurricular physical education programs in secondary schools -- Study regions: /Ontario/

ANNOTATION

This study intends to achieve these major objectives: to describe the income and expenditure of boards on secondary school physical education curricular and co-curricular programs; to analyze educational objectives of the physical education program as perceived by teachers involved; to analyze the decision-making patterns resulting from the ceiling on expenditures imposed on school boards in 1970-71.

Notes:

Subject section in Research Manual: Administration and Management

Contracting Institution: /University of Western Ontario/

Availability: Research in progress. No documents available at present

FINAL REPORT (MINISTRY) **ON01031**

Porter, John; Blishen, B.R.; Barrados, Maria
-- **Survival of a Grade 8 Cohort : A Study of Early School Leaving in Ontario.**
-- Ottawa : /Carleton University/, Dept. of Sociology and Anthropology, 1977. -- 308 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/EDUCATIONAL/ /EXPERIENCE/. /English speaking/ and /French speaking/ /student/s. /Secondary school/s related to /socioeconomic/ /characteristic/s
/DROPOUT RATE/. English speaking and French speaking students. Secondary schools
-- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Longitudinal

Purpose:
To describe and analyze the progress of a sample of Ontario young people from the last year of elementary school to the final years of secondary school.

Sample:
All 3,101 students who could be contacted from the original random, stratified sample of Ontario grade 8 (G8) students surveyed in 1971; responses received from 2,466. Data collected January-June 1976.

Methodology:
Questionnaires were mailed to the students located; attempts were made to contact non- respondents by telephone, bringing the response rate to 81% for the English sample, 76% for the French sample. More detailed interviews were completed by a subsample of lower socioeconomic status students of average or above average mental ability living in the Hamilton-Cshawa conurbation. Percentages, correlation coefficients and chi squares were calculated; factor, multiple regression, covariance and path analyses were carried out. Tables show means, frequencies, percentages, coefficients and standard deviations.

Findings:
1. The sample data showed a continuation from 1971 to 1974 of an earlier trend of increased proportions of students staying in secondary school to year 5.
2. Students who had attended French or bilingual schools in G8 had lower high school retention rates than students who had attended English schools in G8.
3. Socioeconomic status, mental ability, early school performance and elementary school grade repetition were all significantly related to the choice of studies in secondary school and decision on length of stay in school.
4. A student's /academic/ /aspiration/s while in G8 influenced his choice of secondary school program, length of time spent in secondary school and plans for further post secondary education 5 years after G8.
5. The disadvantage of lower family socioeconomic status was particularly manifest in lower levels of educational expectations in G8, less perceived support from parents for post- secondary studies and a greater drop in educational expectations.
6. Higher status respondents were more likely to expect to take or to be already taking some form of training after secondary school at the time of the follow-up study.
7. 41% of the respondents no longer in school showed some interest in returning to school; nearly all those still in secondary school expected to take post secondary studies.
8. The dynamics of elementary school participation affected secondary school program choice and attainment. In a multivariate secondary school attainment model, background variables were attenuated because of intervening variables through the schooling process.
9. Significantly lower levels of secondary school attainment of French students was associated with rural residence, lower perceived educational expectations of French parents and a lower influence of school achievement on educational expectations.
10. A subsample of lower class students who had left school before completing their studies had lower grades, lower self concepts and lacked family support. Students leaving from the 4- year program were more deviant and less interested in further training than students leaving from the 5-year program.

Conclusions:
1 Intervention by the school could reduce the effects of social status on educational attainment. Awareness of teachers and school boards should be increased by monitoring of the progress of students through school.
2. HS1 changes have resulted in greater openness and opportunity in the secondary schools. However, many students still select courses in such a way that they are in fact excluded from fifth-level studies and the post secondary opportunities that follow.
3 Students, particularly lower-class students, who do not get the encouragement and information about post secondary education at an early age (while in elementary school) should be getting this information from school.

4. Teachers should play a more effective counselling role, particularly at the elementary level. Specific times should be set aside to discuss the type of information laid out in the Ministry's publication, After-Eight?
5. Equalizing opportunity for the present generation of French-speaking children requires even more of a counselling role in the primary years than for the anglophone students.

Tests Included in Document:
Self-made /questionnaire/s (in French and English); self-made /interview schedule/

(AUT)

Contracting Institution: Carleton University

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS **ON01033**

Rideout, E. Brock

-- Grant Implication Analysis of Costs of Providing Instruction in French to Students Enrolled in French Language Instructional Units. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/FRENCH/ /LANGUAGE/ /SCHOOL/S

/Cost/s. /Research/. Implications for /financial support/ by /Ontario Ministry of Education/

ANNOTATION

This project aims to provide advice to ensure that in the planning, data gathering, and analysis associated with the two research projects on the costing of education in the French language in Ontario, parameters and procedures are included which will make possible an assessment of the studies' implications for general legislative grants to school boards.

Another objective is to assess the implications of the studies for provincial policy with respect to the financing of French language schools in Ontario as exemplified in the Regulations: General Legislative Grants.

Notes:
Subject section in Research Manual: Administration and Management

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01034**

Sharples, Brian

-- An Analysis of Major Determinants of Teacher Salaries and Their Implications for Educational Expenditures. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/SALARIES/. /Teacher/s
  Affecting factors
  Effects on /educational finance/

ANNOTATION

The purpose of this study will be to analyse the relationship between educational expenditures and three components of teacher salaries: number of teachers (PTR), salary schedules, and teacher quality (academic qualifications and teaching experience). Through the use of linear regression equations, it will be possible to assess the effect of these variables on teacher salaries and on educational expenditures.

Data will be obtained in order to answer questions about: 1) elasticity of teachers' salaries at each level of education and with respect to changes in the salaries of other groups of employees within the province, 2) elasticity of provincial educational expenditures with respect to changes in the level of teacher salaries.

Notes:
Subject section in Research Manual: Administration and Management

Contracting Institution: /Queen's University/

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01035**

Watson, Cicely; Quazi, Saeed

-- Projections of Enrolment and Teacher Supply. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/TEACHER/S. /Elementary school/s and /secondary school/s
  /Supply/ and /demand/. /Projection/s. -- Study regions: /Ontario/
TEACHERS. Secondary schools
  Supply and demand related to /curriculum/ subjects. Projections
/STUDENT/S. Elementary schools and secondary schools
  /Enrolment/. Projections -- Tables by county and /boards of education/

ANNOTATION

This research shall include: 1. Revision and extension of elementary and secondary school enrolment projections by province, county, and district and for each school board to 1990 with documentation. 2. Basic research, including analysis of individual records of teachers, to establish trends and to apply these trends and new techniques to the complete recalculation of estimates of teacher supply and demand, secondary teacher estimates by subject area, and teacher demand estimates by board.

Notes:

Subject section in Research Manual: Administration and Management

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01036**

Burnham, Brian

-- A Computer-Based Catalogue Linking the PRECIS Subject Indexing System to School Library Materials. Building a Model for an Ontario-wide Information Network for School Libraries Using PRECIS. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/CATALOGUE/S. /Resource centre/s. Schools
Production. Applications of /PRECIS/ and /computer/s -- Study regions: /York County/ -- Study examples: /Aurora H.S./

ANNOTATION

Small classroom libraries have expanded into areas designed to house large multi-media collections supporting a diverse and complex curriculum. Increased ease, efficiency and speed in locating information is essential for today's students and teachers. Because of the acute need for a better system of subject indexing, an innovative card catalogue was designed in York County to give improved subject access. PRECIS, an indexing method designed for the computer, was adapted to a manual mode, all the while mindful of the option of automation.

The intent of this study is to take advantage of technology in order to link a PRECIS index to computer-stored bibliographic data and produce a model catalogue in Computer Output Microform. This working model is intended to serve as a base for the future development of an Ontario-wide /school library/ network.

Notes:
Subject section in Research Manual: Communication

Contracting Institution: /York County Board/ of Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01037**

George, Donald

-- Development of a System for the Review and Selection of Films and Videotapes (Video Abstract Development). (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/ABSTRACTING/. /Videotape/ /recording/s

ANNOTATION

This study will use existing video selection ('frame grabbing') equipment to develop a model video abstract system whereby teachers can preview film or video programs more effectively and thus allow for increased and more effective use of existing materials in film or video libraries. In determining the model, several alternatives will be tested for quality of the content of the abstract and for user (teacher) receptivity.

Notes:

Subject section in Research Manual: Communication

Contracting Institution: /Carleton University/

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01038**

Lawton, Stephen B.; Auster, Ethel

-- Educational Information System for Ontario : Phase III. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/EDUCATIONAL/ /INFORMATION SYSTEM/S. /Ontario/
/EISO/. /Evaluation/

ANNOTATION

The third year of this research shall continue to: 1. Examine the various strategies associated with search negotiation leading to the satisfaction of users' information needs; 2. Monitor and evaluate the efficiency of the information and retrieval service being provided; 3. Determine the utilization of the information retrieved by the educator.

Notes:
Subject section in Research Manual: Communication

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01039**

Olson, David R.

-- Oral Language Competence and the Development of Literacy

SUBJECT

/ORAL//COMMUNICATION/. /Student/s. /Primary grade/s
/Development/

ANNOTATION

This project is concerned with the development of oral language competence through the early school years and with the relationship between this oral competence and the subsequent mastery of literacy skills, particularly the development of reading comprehension. In order to make some estimate of the student's oral language competence in the early school years, the researchers are studying both students' use of language in the classroom and their ability to understand, remember and draw inferences from oral and written language, and examining the kinds of information that students can handle most readily from written as opposed to oral language. There will be an assessment of the ways in which school /environment/s provide occasions for the development of competence with an oral language.

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01040**

Beck, Clive

-- The Moral Education Project. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/MORAL EDUCATION/. /Curriculum/ subjects. Schools
/Teaching aid/s and /teaching method/s. /Evaluation/

ANNOTATION

The objectives of this study include the following: 1. How effective are the morals-values discussion materials currently being used in teacher education institutions and in the schools? 2. How effective is the 'values discussion' method of teaching? 3. What kind of morals- values education materials should be developed in order that morals and values can become an integral part of the curriculum in the schools?

Notes:
Subject section in Research Manual: Curriculum

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

FINAL REPORT (MINISTRY) **ON01041**

Benson, James D.; Greaves, William S.

-- The Development and Testing of Curricular Materials : A Program of Linguistic Training for Secondary Schools.

Toronto : /York University/, Glendon College, English Dept., 1977. -- 333 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

ENGLISH LANGUAGE. Curriculum subjects. Intermediate schools and secondary schools
Grammar, language styles, semantics and syntax. Teaching aids

ABSTRACT

Type of Study:
Action Research; Experimental

Purpose:
To develop linguistically sophisticated curriculum materials for secondary schools, and to test their effects in a controlled way, under field conditions.

Sample:
Talking-Writing (TW): 153 students in grades 7, 8, 9 and 11 at 5 schools; matched groups of students at 5 control schools. Meaning is Choice (MC): a random sample of grades 8 and 9 students in 3 classes; matched students at 3 control schools. English Dialects (ED): 117 grades 10-13 students at 5 schools; matched students at 5 control schools. Sample schools were selected for geographic and ethnic diversity.

Methodology:
Four booklets were developed: TW and MC, dealing with the internal patterning of English, particularly punctuation and clause structure and function; ED, giving examples of writing reflecting social, geographical, temporal and idiosyncratic use of English; and Styles of English, presenting stylistic variations across the dimensions of purpose, professional orientation, formality and speaking-writing.

Teachers, students and consultants offered informal evaluation of the materials over the project. Four conferences on using the materials were held. Self made tests were administered to sample and control students. Graphs show means and percentages.

Findings:
1. Few students had an explicit rule for internal and semi-terminal punctuation.
2. For commas, colons, and semi-colons, the experimental groups for TW improved 4%, 57% and 65%.
3. In the MC experiment, experimental groups improved 11%, 17% and 17%. In the recognition of subject element and verbal element; the experimental groups improved 19% in understanding the semantics of clause structure, as indicated by recognition of clause elements.
4. When given the opportunity to express themselves in their own words, students who had been taught ED reacted to and were able to describe socially non-standard English with greatly improved sophistication.

Conclusions:
1. There was no insurmountable difficulty in writing linguistically sophisticated textbooks for any of the four areas to be covered.
2. Students are capable of handling linguistic abstractions. They can recognize categories of considerable complexity and can use these powerfully to describe language.
3. The analysis of real text is of considerable importance in creating and maintaining student /interest/ in language work.
4. In language, as in other areas of human experience, ignorance leads to prejudice, and knowledge about social dialect results in greater toleration of different social classes.
5. Materials of this sort constitute an alternative means of responding to the 'back to basics' demand in Ontario.

Special Features:
1. /Bibliography/ - 38 items
2. Curriculum materials: Talking-Writing (57 p.); Meaning is Choice (107 p.); English Dialects (53 p.); Styles of English (65p.)
3. Letters on Meaning is Choice from 51 students

Tests Used in Research but not Included in Document:
Self-made tests

(AUT)

Contracting Institution: York University

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS **ON01042**

Carmody, D.R.

-- Interactive Computer-Simulation in Teaching Genetics. Ministry of Education, Ontario. Grants in Aid of Educational Research.

SUBJECT

/GENETICS/. /Curriculum/ subjects. /Secondary school/s
/Experiment/s. Applications of /computer/s

ANNOTATION

A set of time-sharing computer programs each of which simulates an actual genetic experiment are to be developed for use of students at the secondary and higher levels of education. Students will learn to formulate a genetic hypothesis; design an experiment to test the hypothesis; and analyze the data generated by the experiment to prove or disprove the hypothesis. In this way a large number of students will be permitted to perform rigorous quantitative experiments in short periods of time without needing sophisticated facilities.

Notes:
Subject section in Research Manual: Curriculum

Contracting Institution: /Carleton University/

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01043**

Cholvat, John A.; Munro, George

-- Application of a Thinking Skills Model to the Program of the Primary Grades. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/THINKING SKILL/S. /Student/s. /Primary grade/s
  /Teaching/
  related to /academic achievement/ in /mathematics/, /reading achievement/, /learning/ /characteristic/s, /attitude/s to /school/ and /self concept/

ANNOTATION

This research shall include: The determination of whether, and to what extent if any, students benefit from the development of teacher capabilities in devising specific thinking skills strategies that will develop in student capabilities of using primary thinking (as defined) in various ways in the solution of problems; and the acquisition of sufficient and reliable data to answer the following questions:

(a) How will students, for whom teachers have devised specific thinking skills strategies, compare with a control group who has not these experiences, in developing a greater capability in dealing with: 1) a complexity of /observation/ skills; 2) logical multiplication skills; and 3) proportionality thinking skills? (b) Will the experimental groups of students show greater increases in reading comprehension, mathematics problem solving, organizing information, preseverance in learning tasks, formal reasoning activities, and show a more positive attitude toward the school and the self than those of the control group? (c) How will the teachers involved in the experiment compare with a control group of teachers in analyzing student thinking process and in designing curriculum around specific thinking skills?

Notes:
Subject section in Research Manual: Curriculum

Contracting Institution: /Halton Board of Education/

Availability: Research in progress. No documents available at present

PROCESSED REPORT **ON01044**

Dilling, Harold John; Math, Hannah; Wideman, D. Mark

-- Identification of Elements of Successful Grade One Reading Programs.

-- Scarborough : /Scarborough Board of Education/, 1977. -- xiv, 207 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/GRADE 1/

/Curriculum/ subjects: /Reading/, /program/s and /teaching method/s

/Student/s. /Reading achievement/ related to programs and teaching methods -- Study regions: /Scarborough/

ABSTRACT

Type of Study:

Comparative; Methodological

Purpose:

To investigate relationships between elements of grade 1 reading programs and end-of-year reading achievement (RA); to compare data on teaching activities collected by observers with teachers' estimates of the activities; and to determine grade 1 students' attitudes toward and perceptions of reading.

Sample:

30 randomly selected grade 1 /teacher/s (Ts) at 27 schools; 551 grade 1 students (Ss) in the 30 classrooms. Data collected October 1976 - April 1977.

Methodology:

Standardized and self-made tests were administered. Each T was observed for a total of 6 days over 3 months to determine the amount of time spent on 5 instructional activities and 2 approaches to reading instruction; Ts completed questionnaires with items parallel to those in the Observation Guide. Within each class, Ss were ranked by high, middle, and low reading ability; one S from each rank in each class (90 in all) was interviewed. Tables show means, frequencies, standard deviations, and correlation and raw regression coefficients.

Findings:

1. On average, Ts received the greatest number of counts for /Skill/ Acquisition and Reading Practice activities (about 130 and 125 counts per day (CPD) respectively) and the least number for Meaning (about 50 CPD).
2. There were 160 CPD for Teacher-Centred activities, 73 CPD for Student-Centred activities.
3. A third of the Ts had at least 1 university degree, about half had taken professional reading courses; average teaching experience was 11 years, with about 7 spent teaching grade 1.
4. The 6 reading readiness subtests were good predictors of end-of-year RA, but not of /attitude/ toward reading; sex was not a significant predictor, but age predicted negatively.
5. Skill Acquisition activity related negatively to Ss' attitude toward reading, Meaning activity related positively; instructional activities were not related significantly to RA.
6. Teacher-Centred or Student-Centred approaches to reading instruction were not related significantly to Ss' attitudes or RA, nor were Ts' age, /experience/ or education.
7. There was little relationship between /classroom/ /observation/ data and Ts' own estimates of their instructional activities; Ts tended to overestimate the frequency of activities within all categories except the Teacher-Centred approach, which they tended to underestimate.
8. Ss had very positive attitudes toward reading and perceived themselves as doing well. Out- of-school influences on reading habits included practising at home with 'lots' of books and being read to by parents.

Conclusions:

1. The lack of significant findings for instructional practices suggests that time allocation, found to be significant in a previous study, might be a more fruitful area for research.
2. To foster positive attitudes, Ts should proceed from Skills Acquisition to Meaning activities as soon as Ss' skills permit.
3. The battery of reading readiness /test/s is useful for identifying Ss who may have reading difficulties so that remedial measures may be applied.
4. Research findings should be based on objective data, not data obtained by requiring Ts to recall behaviours and their frequency.
5. During Ts' professional development, misconceptions of what Ts do may have to be eliminated to maximize receptivity to different concepts.
6. Ts beyond grade 1 should place the same high priority on developing positive attitudes that grade 1 Ts apparently have.

Special Features:

1. /Bibliography/ -- 5 items
2. /Literature review/

3. /Teaching aid/s

Tests Included in Document:
Attitude Toward Reading Inventory; self-made student /Inventory Schedule/; self-made Teacher /Questionnaire/; self-made classroom observation guide; 'Syntax Matching Test' by Murphy and Durrell (unpublished)

Tests Used in Research but not Included in Document:
/Murphy Durrell Reading Readi/ness Analysis; /Metropolitan Readiness Test/, Numbers subtest; /Stanford Achievement Test/, Primary 1, /reading test/s

(AUT)

Contracting Institution: Scarborough Board of Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT **ON01045**

Dilling, Harold John; Guthrie, M. Lynn

-- Programming for Vocational Education : A Changing Concept?

-- Scarborough : /Scarborough Board of Education/, Research Centre, 1977. -- xviii, 253 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/VOCATIONAL SCHOOL/S
/Program/s. Evaluation
/Slow learner/s. /Academic achievement/. Affecting factors -- Study regions: /Scarborough/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To determine: to what extent, and in what ways, the student populations of vocational schools demonstrate diversity in the factors underlying their low level of academic achievement; and to what extent students with such diversified backgrounds benefit from existing programs in the vocational schools.

Sample:
125 staff members and 308 students in level 1, 363 in level 2, 295 in level 3, 247 in level 4 and 92 in special classes at 3 vocational schools. 115 staff members at 30 feeder schools. 100 parents of vocational students, 80% responding. Data collected November 1976 - April 1977.

Methodology:
Data on students' identification, age on admission, sex, IQ, achievement in reading and mathematics, problems, socioeconomic status and elementary setting were collected from school records. Similar data were collected for 201 students who entered vocational schools in September 1966. Separate self-made questionnaires were administered to vocational and feeder school staffs, parents and 89 students. Tables show means and percentage distributions.

Findings:
1. While there has always been diversity in the factors underlying the low level of achievement of vocational school /student/s, over the last decade this diversity has become more obvious because of: a heavier concentration of younger students; increases in the proportions of students of average IQ, from single-parent families, residing in public housing or admitted to vocational schools from regular elementary, as opposed to special education classes; and recognition that a large number of students have social, emotional, behavioural, and language problems.
2. Vocational teachers felt that provisions for individual instruction, homogeneous classes, student counselling, and use of outside expertise were inadequate for providing the flexible, individualized programs for which vocational schools are aiming.
3. Vocational staff, parents, and students considered preparation for job placement to be more relevant for educable retarded students and many slow learners, while preparation for further education was considered to be most important for /remedial/ students and some slow learners.
4. Student responses suggested that the vocational school program may not be geared to the needs and abilities of considerable numbers of slow learners and remedial students.
5. Staff felt the personal-social needs of students might be met better if more personal counselling services, more independent work programs, and a better public image of the vocational school are established.
6. More communication between vocational school staff and professional support staff was felt to be necessary.
7. A need was perceived for vocational schools to increase communications with feeder schools, other vocational schools, post-vocational institutions, and industry and business.

Conclusions:
1. A number of factors are interfering with carrying out the vocational school program, some of which have to do with the diverse student population. If this population remains as diverse, the lowering of class size, the provision of more counselling services for students, the development of a more precise diagnostic system permitting the creation of a more homogeneous classes, and the provision of facilities for individualizing instruction must be given serious consideration.
2. Programs with different emphases should be developed for students whose chances of going to work right after graduation are greatest and for those who would be most likely to seek further education.
3. Consideration must be given to the provision of specialized training of vocational school teachers so that they are better equipped to handle the diversity of problems with which they are confronted; provisions for assistance from, and communication with, professional support staff must be made.
4. The vocational school program might be improved through increased communication with feeder and other vocational schools, post-vocational institutions, and industry and business

Special Features:
/Bibliography/ -- 10 items

Tests Included in Document:
Self-made /questionnaire/s for teachers, feeder schools, parents, and students; self-made student record form

(AUT)

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS **ON01046**

Draper, James

-- Ojibway Community Education Project. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/CANADIAN/ /INDIAN/ /STUDENT/S. Schools
  /Academic achievement/. Affecting factors
CANADIAN INDIAN /PARENT/S
  /Role/ in /school/s -- Study examples: /Ojibwa/ communities

ANNOTATION

This research project deals with the identification of factors which influence education in four Ojibway communities, and how these factors influence parental participation and student achievement. The findings will help the communities to determine priorities, plan educational- community programs, utilize resources effectively and prepare for future development projects. The study will facilitate the preparation of guidelines for conducting similar needs assessment surveys elsewhere.

Notes:

1. Subject section in Research Manual: Curriculum
2. Study is done with the cooperation of the Four Bands, namely, Sabaskong, Rat Portage, Eagle Lake, and Wabigoon: Members of the Ojibway Tribal Education, Inc. (OTEI).

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01047**

Edwards, Henry P.

-- Evaluation of the Federally and Provincially Funded Extensions of the Second Language Programs in the Schools of the Ottawa Roman Catholic Separate School Board. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/ENGLISH SPEAKING/ /STUDENT/S. /Immersion/ /French/ /program/s. /Separate school/s. /Elementary school/s /Academic achievement/ and /attitude/s to French -- Comparisons with students in other programs Achievement in French -- Study regions: /Ottawa/ -- Study examples: /Grades 6-7/ -- Comparisons with /French speaking/ students

ANNOTATION

This research shall provide data on the following questions: 1. What is the progress of the Immersion and Comparison students (Grades 6 and 7) in expressive and receptive French Skills?

2. What is their progress in general school achievement?

3. How do the Immersion and Comparison students compare in expressive and receptive French skills with Franco-Ontarian students of comparable age and educational level?

4. What are the students' feelings toward their bilingual fluency, their opportunities to use French, their actual use of it and their attitudes toward further schooling in French?

5. What are the attitudes of their parents and teachers with regard to the alternative programs and how do these affect student achievement?

6. What are the characteristics of successful, average and unsuccessful immersion students?

7. What are the verbal and non-verbal teacher-student, student-student interactions?

Notes:
Subject section in Research Manual: Curriculum

Contracting Institution: /University of Ottawa/

Availability: Research in progress. No documents available at present

IN PROGRESS ON01048

Fischer, Linda

– Sex-role Stereotyping : The Effect of Teacher Awareness, Resource Materials and Teaching Practices on the Self-concept of Students in the Primary and Junior Divisions. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/SELF CONCEPT/. /Student/s. Schools
  Effects of /sex role/s
  Effects of sex roles. Improvement by /teacher/s

ANNOTATION

This research shall provide sufficient and reliable data to answer the following questions: 1. To what extent can the school lessen the limiting effects of sex-role stereotyping on a student's self-concept? 2. If the awareness of the teaching staff is raised in reference to sex-role stereotyping, will this affect teaching style? 3. Can students' self-concept be changed by using materials and teaching practices which are free of sex-role /stereotype/s and how does the rate and type of change vary with the age level of the student?

Notes:

Subject section in Research Manual: Curriculum

Contracting Institution: /University of Waterloo/

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01049**

Fogarty, Patrick H.

-- Catholic Education and Politics in Upper Canada and Ontario, Volume III. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/SEPARATE SCHOOL/S. /Ontario/
/Development/, 1939-1977
/FRENCH/ /LANGUAGE/ /SCHOOL/S. Ontario
Development

ANNOTATION

This proposal is concerned with the research for a publication on Catholic education in Ontario for the time period from the 1940's to 1971. Two previous volumes, 'Catholic Education and Politics in Upper Canada' (Dent 1955) and 'Catholic Education and Politics in Upper Canada' (Nelson 1964) dealt with the history of Catholic elementary schools in Upper Canada until Confederation and from Confederation until the outbreak of the Second World War.

In Volume III, emphasis will be given to prominent religious and political leaders. Vital issues will include the role of the separate schools with the larger provincial systems as a whole, the expansion of separate schools after World War II, the relationship of the separate school system to questions of ethnicity concerning both French-speaking Catholics and others from the sizable immigrant community that developed, especially in Ontario areas since 1945, the Catholic Minority Report of the Hope Commission, the Foundation Tax Plan, the Hall-Dennis Report, and the move towards French-language public school education.

Notes:
Subject section in Research Manual. Curriculum

Contracting Institution: /Federation of Catholic Educat/ion Association of Ontario

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01050**

Cooper, Leonard A.

-- An Investigation of the Efficacy of a Movement-Centred Approach to the Management of Hyperactivity in Preschoolers. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/HYPERACTIVITY/. /Preschool/ /children/
Improvement by /development/ of /psychomotor/ /skill/s

ANNOTATION

Preliminary observations upon non-medicated hyperkinetic children have indicated that these children demonstrate considerable improvement in their ability to control their characteristic excessive mobility and in coordinating their body movements in general as the result of participating in regularly scheduled, carefully planned movement experiences which required that they stop and think before acting. There were encouraging indications that these children attended better in school during this period.

The purpose of this study is to scientifically validate these observations. Specifically, the study will investigate the efficacy of well-structured movement experiences which (a) require children to utilize and develop their fundamental motor skills, (b) capitalize upon their inherent desire-need for play, and (c) require them to problem solve, as a vehicle which may constitute an effective complement to, or a suitable alternative to, pharmaco-and-or psycho- therapy.

The study for the 77-78 period is an extension of the previous year's study. During this second year, the researcher will repeat and refine the experimental procedure with a larger number of subjects in order that more meaningful conclusions might be drawn from the research data collected to date.

Notes:
Subject section in Research Manual: Exceptional Children

Related Records: ON01079

Contracting Institution: /University of Guelph/

Availability: Research in progress. No documents available at present

FINAL REPORT (MINISTRY) **ON01051**

Humphreys, David A.

-- The Application of Individualized Modular Systems in Secondary School Science Courses.

Hamilton : /McMaster University/, Department of Chemistry, and Instructional Development Centre, 1978. -- 66 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/CHEMISTRY/. /Curriculum/ subjects. /Secondary school/s
/Individualized/ /teaching/. Applications of /module/s -- Study examples: /Grade 13/

ABSTRACT

Type of Study:

Experimental; Longitudinal; Pilot

Purpose:

To develop and evaluate an instructional system which would enable students to use individual study packages (mini-text tape units) to achieve mastery in modular chemistry courses.

Sample:

I: 1500 grade 13 students and 32 teachers at 25 schools; 500 control students at 20 schools. II: 475 Year 1 University students. III: 540 grade 13 students and 9 teachers at 9 schools. Data collected 1972-77.

Methodology:

4 mini-text tape packages were developed and used by the 1500 sample I students. Pre and posttests on content, attitudinal questionnaires and a scholastic aptitude test were administered to sample I. Sample II students were divided into experimental and control groups; both were taught the equilibrium program by conventional methods and self study materials, but controls were not given detailed program objectives. The self study format was integrated into a modular system of instruction given to sample III students. Attitude and performance data were collected and follow-up interviews were conducted after 2 years of the system in operation. Analysis of covariance, item analysis carried out. Tables, graphs and quotations show means, F ratios and percentages and summarize attitudes and interview results.

Findings:

1. Most of the claimed advantages of the individualized system were realized in practice, when the system as a whole was put into operation. In particular, teachers were found to have more time available to help individual students.
2. There was some evidence from follow-up studies in the University that once students adapted to these approaches, they developed better /study skill/s and adapted better to less structured courses at the postsecondary level.
3. The biggest gains in student performance were found for weaker students, but generally this was the result of the system motivating them to spend the time needed to achieve mastery.
4. The strong students generally finished quickly but only 25% were really ready to do serious enrichment work.

Conclusions:

1. In order to learn chemical principles, students can do at least as well without formal lectures, provided that appropriate self-study aids are available.
2. The major factors in the design of self-study aids are clear objectives, practice problems, and constant feedback to the students.
3. It does not appear to be realistic to try to determine ahead of time which students might benefit most from the self-study approach.
4. The advantages of the self-study packages are as much associated with /flexibility/ and convenience as with intrinsic /learning/ effectiveness.
5. The student can generally achieve mastery at the 70% level within reasonable time limits. If several subjects are taught using modular approaches, the students have problems managing their time.
6. While it was not possible to identify types of students who might benefit most from self- study approaches, almost all students did at least as well, and some did considerably better, when learning the science concepts in this way.
7. It is clear from the variation in the time that students take to achieve mastery that the flexibility of the mini-text is advantageous to most students.
8. The packages were found to be much more acceptable when they were used in a modular system and student performance was significantly improved.
9. The system proved flexible enough to suit a variety of teaching styles.
10. Most of the claimed advantages of the system were realized by the teachers who were teaching a curriculum based on Chem Study.

Special Features:

1. /Bibliography/ -- 9 items
2. List of /teaching aid/s

(AUT)

Contracting Institution: McMaster University

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS **ON01052**

Edwards, Henry P.; Kipp, Berchmans J.

-- Evaluation of the Federally and Provincially Funded Extensions of the Second Language Programs in the Schools of the Ottawa Roman Catholic Separate School Board. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Elementary school/s
  /Academic achievement/ in /first language/ and /second language/. Effects of various /program/s -- /Literature review/s
/ENGLISH SPEAKING/ STUDENTS. /Immersion/ /French/ programs. /Separate school/s. Elementary schools
  Academic achievement and /attitude/s to French
  Achievement in French -- Study regions: /Ottawa/ -- Study examples: /Grades 7-8/ -- Comparisons with /French speaking/ students

ANNOTATION

This research is to provide data on the following questions:

1. What is the progress of the immersion and extended program students (Grades 7 and 8) in expressive and receptive French skills and what is their progress in general school achievement? How do these students compare in expressive and receptive French skills with Francophone students of comparable age and educational level?

2. What are the students' feelings toward their bilingual fluency, their opportunities to use French, their actual use of it and their attitudes toward further schooling in French?

3. What are the students' feelings toward their bilingual fluency, their opportunitiWhat are the attitudes of their parents and teachers with regard to the alternative programs and how do these attitudes affect student achievement?

4. What are the characteristics of successful, average, and unsuccessful immersion students?

5. What are the verbal and non-verbal teacher-student, and student-student interactions in the classroom?

6. What have been the effects of other language-learning programs reported in the literature, in terms of academic progress, first and second language skills, and attitudes?

Notes:
Subject section in Research Manual: Curriculum

Contracting Institution: /University of Ottawa/; /Ottawa Roman Catholic/ /Separate School/ Board
Availability: Research in progress. No documents available at present

IN PROGRESS ON01053

James, R.L.

-- The Female Sex Role as Presented in Primary and Secondary School Curricula : Some Consequences for Educational and Career Choices. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/SEX ROLE/S. /Female/s

Presentation by /counsellor/s and /teacher/s of /health education/ and /home economics/ at /elementary school/s and /secondary school/s. Effects on /academic/ and /occupational/ /aspirations/ of female /student/s

ANNOTATION

The initiation and-or reinforcement by schools of a specific type of female role and its implications for attitudes and behaviour later in a young woman's life are being investigated. Model and image dimensions are examined in the home economics and health curricula and counselling and guidance programs.

Notes:

Subject section in Research Manual: Curriculum

Contracting Institution: /University of Toronto/

Availability: Research in progress. No documents available at present

431

IN PROGRESS ON01054

Jayewardene, C.H.S.

-- Development of a Curriculum on the Criminal Justice System for Introduction into the Educational System. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/CRIMINAL LAW/. /Curriculum/ subjects. /Secondary school/s
/Program/s. Development

ANNOTATION

The general purpose is to expose young persons to the criminal justice system in a manner that will facilitate positive attitudes, and create an educated awareness of the process involved. Achievement of this general purpose is dependent upon the achievement of the following subsidiary objectives: 1. to ascertain the current level of knowledge of secondary school students concerning the criminal justice system; 2. to develop a curriculum for secondary schools on the criminal justice system utilizing community resources, government agencies, Canadian texts and materials; 3. to teach the developed program for one year in two Ottawa area secondary schools at various grade levels; 4. to evaluate the program's effectiveness in increasing knowledge of the criminal justice system and attitudes toward the social control mechanisms used in our democracy; and 5. to determine the viability of the program for introduction into the school system.

Notes:

Subject section in Research Manual: Curriculum

Contracting Institution: /University of Ottawa/

Availability: Research in progress. No documents available at present

FINAL REPORT (MINISTRY) **ON01055**

Knights, Robert M.; Hardy, Madeline I.

-- A Child-Computer-Teacher Assessment and Remedial Program for Children With Poor Reading Skills : Phase II

-- Ottawa : /Carleton University/, Dept. of Psychology, 1977. -- 23 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/COMPUTER/S. /Elementary school/s
  Applications in /remedial/ /teaching/ of /reading/
  Applications in /test/s of /reading skill/s

ANNOTATION

This report is concerned with Phase II of a project to develop a computer-based method of assessing basic reading skills and, on the basis of the pattern of test results, providing a prescriptive listing of /teaching aid/s. A summary of Phase I and the objectives of Phase II are included. Information is given on research progress, including improvements in the computer program and the addition of a facility for obtaining results output in printed profile form. Reliability and variability testing is outlined. Development of remedial materials to be used in a one-to-one situation as a set of programmed instructions is reported and includes a description of materials, notes on pilot testing and tables for auditory blending, grapheme- phoneme production, visual segmentation, sight word recognition and word attack skills. Also included are long range goals and a /bibliography/ of 3 items.

Tests Used in Research but not Included in Document:
Self-made tests for Auditory Blending, Visual Segmentation, Word Attack, Sight Word Recognition, Grapheme-Phoneme Production; /Gates-MacGinitie Reading Test/

(MEM)

Related Records: ON01106

Contracting Institution: Carleton University

Availability: MF - $0.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

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FINAL REPORT (MINISTRY) ON01056
LaVoie, Norman F.
-- **The Elementary School Aged Children and Physical Education in Atikokan, Ontario.**
-- Thunder Bay : /Lakehead University/, Dept. of Physical Education, 1977. -- 84 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/PHYSICAL/ /FITNESS/. /Student/s. /Elementary school/s
related to /health/ and /physical education/ /program/s -- Study regions: /Atikokan/

ABSTRACT

Type of Study:
Action Research; Longitudinal

Purpose:
To assess the physical fitness levels of all Atikokan school children over a two year period.

Sample:
All 1200 students from kindergarten to grade 8 at all 5 public and separate schools in Atikokan. Data collected in September 1975, May 1976, September 1976 and May 1977.

Methodology:
All 1200 students were tested for percentage of body fat, grip strength, flexibiliy and muscular endurance; the 550-600 grades 5-8 students were also tested for maximal oxygen uptake (MVO2) and physical work capacity (PWC 170). During the two years of the project, fitness information was shared with students, teachers and parents and increased emphasis was placed on physical education in the schools. Graphs show test results by age and sex; means, frequencies, standard deviations and t-scores are tabulated.

Findings:
1. The trends in MVO2 established by the initial testing were in full agreement with the results reported by Bailey (1973); the MVO2 relative to body weight was found to be a decreasing function of /age/.
2. After the first year of the project there were significant increases in strength, flexibility and muscular endurance for almost all age groups. There were highly significant increases for most male age groups in cardio-respiratory fitness as measured by MVO2 and PWC 170. Fewer significant increases were evident in female groups.
3. The 11, 12, and 13 year old students tested in spring 1976 had significantly higher cardio- respiratory fitness levels than students tested in a 1973 pilot study.
4. /Male/s were significantly superior to /female/s in strength and in cardio-respiratory fitness at all ages; there were no differences between the sexes in muscular endurance; females were more flexible than males from the age of 11 on.
5. The cardio-respiratory fitness levels of the males decreased significantly over the summer holidays; there were no significant differences for the females, but there were some insignificant increases in their cardio-respiratory fitness levels.
6. Males of the same age groups tested in spring 1977, for the most part, seemed to be more fit aerobically than their counterparts tested at the beginning of the project; there was little difference between the females of the same age groups tested at the beginning and the end of the two-year project.

Conclusions:
1. An increased emphasis on physical fitness helped to increase desired physiological measures.
2. Mandatory exercise /physiology/ courses should be implemented for the classroom teacher much the same as the coaching development program.
3. In light of the few changes in female physiological parameters, a study of female's physical education is a necessity.
4. More research is required in the area of child physiology.

Special Features:
1. /Bibliography/ -- 27 items
2. /Literature review/

Tests Used in Research but not Included in Document:
Tests for percentage body fat, muscular strength, flexibility, muscular endurance, maximal oxygen uptake, and physical work capacity

(AUT)

Contracting Institution: Lakehead University

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS ON01057

Logan, Bayne

-- Reading and Critical Thinking Competencies of Intermediate Students - Implications for Curriculum Implementation. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/CRITICAL THINKING/. /Student/s. /Intermediate grade/s
related to /academic achievement/ and /reading achievement/. Implications for /language arts/ /program/s

ANNOTATION

This research shall provide data on the following questions: 1. What is the level of critical thinking ability among Intermediate level students at the beginning of each year throughout this division? 2. What is the relationship of the measure of critical thinking ability to other measures of reading ability? (i.e., standardized achievement tests) 3. To what extent is critical thinking ability related to overall achievement in the other disciplines throughout the Intermediate grades? 4. What are the implications for curriculum implementation in Intermediate Language Arts in order to plan for a progressively strengthening critical thinking component?

Notes:
Subject section in Research Manual: Curriculum

Contracting Institution: /University of Ottawa/

Availability: Research in progress. No documents available at present

IN PROGRESS ON01058

Macintosh, Donald

-- Factors Influencing the Election of Secondary School Physical Education and Their Relationship to Benefits Accruing from Such Programs. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/PHYSICAL EDUCATION/. /Curriculum/ subjects. /Secondary school/s
Effects on /physical/ /fitness/ of /student/s

ANNOTATION

This study proposes to determine: (1) whether there are differences in fitness-performance levels and in physical activity lifestyle patterns between those persons who elect and those who do not elect to take physical education in Grade 9 at secondary schools; (2) what factors are most important in making such a decision; and (3) whether habitual participation in secondary school physical education programs results in the positive benefits which have been ascribed to such programs.

Data will be collected from six secondary schools selected on the basis of geographic location, programs, physical education staff, and stability of the school population. Data as to the characteristics of students who currently do and do not elect respectively to take physical education courses in secondary schools will provide objective information which bears on the question of the place of physical education in any list of compulsory 'core' secondary school subjects.

Notes:
Subject section in Research Manual: Curriculum

Contracting Institution: /Queen's University/

Availability: Research in progress. No documents available at present

FINAL REPORT (MINISTRY) **ON01059**

Meichenbaum, Donald

-- Enhancing Reading Comprehension by Means of Self-Instructional Training.

-- Waterloo : /University of Waterloo/, 1977. -- 36 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/READING COMPREHENSION/. /Student/s. /Elementary school/s
/Remedial/ /teaching/. Applications of /autoinstructional/ /aid/s and /program/s

ABSTRACT

Type of Study:
Descriptive

Purpose:
To examine the nature of the reading comprhension deficit in school children and to assess a training program for students who may not suffer a deficit of prerequisite skills but who have difficulties with comprehension due to a lack of organizational and cognitive strategies for reading.

Sample:
I: 24 /grades 7-8/ students satisfying the criteria for 'difference', rather than deficit readers. II: 36 /kindergarten/ students. III: 60 students in /grades 3-4/ and 60 students in /grades 6-7/.

Methodology:
In I, students were divided into 3 groups; a self instructional training regimen was individually administered to one group. In II, a training program was administered to kindergarten students showing poor performance on serial recall tasks. In III, students were presented four different stories in a variety of formats and were administered the Canadian Tests of Basic Skills subtests to assess the validity of the 'difference' model of reading comprehension. F ratios and correlation coefficients were calculated; analysis of variance.

Conclusions:
1. A self-instructional training regimen can be employed to enhance reading comprehension.
2. The difference reading model suggested by Cromer (1970) with college students may not be applicable to school children.
3. Students who show poor reading comprehension demonstrate deficits in benefitting from organized reading material.
4. Kindergarten students who demonstrate memory deficits on a serial recall task can be helped significantly by means of a self-instructional training regimen.
5. Further research is warranted on the use of the cognitively-based self-instructional training program; the evidence on younger children indicates the potential of such training at younger ages.
6. The research on the reading comprehension deficit implicates the lack of organizational skills in poor readers.

Special Features:
/Bibliography/ -- 41 items

Tests Used in Research but not Included in Document:
/Canadian Tests of Basic Skil/ls; /Gates-McGinitie Reading Tes/t; /Nelson Reading Test/, /McLeod's CAP Maze Exercise/ Test

(AUT)

Contracting Institution: University of Waterloo

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS **ON01060**

Morgan, Griffith

– A Psychoacoustic Approach to Reading Readiness - A Preventive Programme. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/READING/. /Curriculum/ subjects. /Primary grade/s
/Teaching method/s: Psychoacoustic methods
/Remedial/ /teaching/. Applications of psychoacoustic methods

ANNOTATION

This research proposes to try out a new 'psychoacoustic method' of teaching reading and aims to demonstrate that this method is not only effective but economical in terms of material, time and teacher-training. The study would investigate the effectiveness of the method in assisting students to acquire reading in grades 1 and 2 in the regular school and also study the contribution of the method to 'preventive remedial' work with students who have been identified as likely to have difficulties in acquiring reading, or who have already shown difficulties in acquiring reading in the early stages.

The main purpose is to improve the teaching of reading and to provide an economical and effective method which does not make many additional demands in teacher training.

Notes:
Subject section in Research Manual: Curriculum

Contracting Institution: /University of Guelph/

Availability: Research in progress. No documents available at present

IN PROGRESS ON01061

Morrison, Frances E.

-- Evaluation of the Federally and Provincially Funded Extensions of the Second Language Learning (French) Programs in the Schools of the Ottawa and Carleton Boards of Education. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. Schools
/Program/s. Effects on /academic achievement/ in French language
Programs. /Evaluation/ -- Study regions: /Ottawa/ and /Carleton County/

ANNOTATION

The research was undertaken to provide sufficient and reliable data to answer the following questions: 1. What is the progress of students in the leading edge of the alternative programs towards the goals of French learning? 2. To what extent is learning in other academic disciplines maintained for these students? 3. Which students remain in various programs, which change streams and for what reasons? 4. What are the students' characteristics in various alternative programs? 5. What elements make the most successful programs in each alternative - time allotment, curriculum stage, pedagogical packages, teaching strategies? 6. What are the effects upon the education of students enrolled in regular English programs as a result of the expansion of French /immersion/ programs?

Notes:
Subject section in Research Manual: Curriculum

Related Records: ON00648; ON00564

Contracting Institution: /Ottawa Board of Education/

Availability: Research in progress. No documents available at present

PROCESSED REPORT ON01062

Morrison, Frances E.; Watkin, G.A.; Bonyun, R.

-- A Developmental Study of the Understanding of Syntax in Relation to Reading Comprehension in the Junior and Intermediate Grades.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1978. -- 63 p. in various pagings (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/SYNTAX/. /English/ /language/
/Comprehension/ by /student/s in /elementary school/s. /Test/s

ABSTRACT

Type of Study:
Descriptive; Methodological

Purpose:
To identify syntactical elements encountered by junior level students, to relate these elements to reading comprehension and to develop an instrument useful for diagnosing syntax-related reading problems.

Sample:
122 students in grade 1, 96 in grade 2 and 713 in grades 3-6 in Ottawa schools. Data collected in spring 1977.

Methodology:
Syntactical elements were identified and tests were constructed for grades 4-6 students. Shorter tests for the earlier grades were constructed from items found to be too easy for junior level students. Frequencies and percentages were calculated and item analyses were undertaken. Tables show means, percentages, standard deviations and percentages of correct responses for each item of each test.

Findings:
Test results provided information on mastery of certain syntactical elements at grade levels from 1 to 6.

Conclusions:

1. A significant increase in achievement in nearly all of the test items was noted between grade 3 and grade 6.
2. Achievement of mastery may depend on the nature of the item.
3. Additional investigation is needed before it can be stated that mastery of an element occurs at a given stage.
4. Significant differences in understanding between the end of grade 3 and the end of grade 4 appeared in more than half the items.
5. The 15 other items did not show significant change between grades 3 and 4 but did so at later grades.
6. Growth occurred on the largest number of items between grades 3 and 4 and on the fewest between grades 4 and 5.
7. Items on verb tense and adverbial clauses most often showed significant growth between grades 5 and 6.

Special Features:
Bibliography -- 3 items

Tests Included in Document:
Self-made reading tests

(AUT)

Contracting Institution: Ottawa Board of Education

Availability: MF - not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS **ON01063**

Nash, B. Christine

-- A Comparative Evaluation of Teaching French as a Second Language per se and Through Geography (géographie) in Grades 3 to 8. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. Elementary schools
/Teaching/ through other curriculum subjects -- Study examples: /Geography/

ANNOTATION

The research shall provide sufficient and reliable data to answer the questions: 1. How effective is teaching French as a second language in /grades 3-8/ through a specific subject area? 2. What are the steps in deriving criterion-referenced assessment procedures within the process of developing a curriculum for French as a second language? 3. To what extent is it realistic to set objectives that students in non-immersion classes will gradually increase their competence and confidence in using French so that they become willing and able to speak French outside the classroom and school?

Notes:
Subject section in Research Manual: Curriculum

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

FINAL REPORT (MINISTRY) ON01064

Paquette, Lucette; Knoop, Robert

-- Measuring the Effectiveness of the Pitman Shorthand System in the Training of Future Bilingual Stenographers in Ontario.

-- Ottawa : /University of Ottawa/, 1977. -- 232 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/BILINGUAL/ /STENOGRAPHER/S

/Teaching/. Applications of /Pitman Shorthand System/ and /Pitman Shorterhand System/ -- Study regions: /Ottawa/ -- Study examples: /Grades 10-11/

ABSTRACT

Type of Study:

Comparative

Purpose:

To determine: the effectiveness of the Pitman Shorthand and Shorterhand Systems in the training of future bilingual stenographers in Ontario; the factors which influence the learning of shorthand; and if Pitman shorthand is compatible for bilingual secretaries.

Sample:

1,307 students in grades 10-11 at 62 schools: 276 taking shorthand, 228 taking shorterhand, 321 in sténographie simplifiée I, 60 in sténographie simplifiée II, 89 in bilingual I and 137 in bilingual II. 48 Anglophone and 22 Francophone teachers. Data collected 1974-76.

Methodology:

All students wrote the Turse Shorthand Aptitude Test; English students wrote the Otis-Lennon Mental Ability Test; English and bilingual students took dictation tests in English; French and bilingual students wrote Ottawa-Otis, self-made tests de français and dictées sténographiques. Teachers completed a questionnaire; other student data were collected from school records. Analysis of variance and multiple regression analysis were undertaken; frequencies, t values and F-ratios were computed. Tables show means, frequencies, percentages and standard deviations.

Findings:

1. There was no significant difference in student achievement between the Pitman shorthand and shorterhand system after two years of instruction.
2. There was a small, statistically significant difference in achievement between the Pitman shorterhand and sténographie simplifiée system after one year of instruction, but no significant difference after two years of instruction.
3. Students who were simultaneously enrolled in sténographie simplifiée and shorterhand, or shorthand, did not achieve differently from those enrolled in sténographie simplifiée only.
4. No one variable investigated in this study was found to be a good predictor of /stenography/ achievement for all systems.

Conclusions:

1. Bilingual students engaged in learning Pitman shorthand-shorterhand and sténographie Pitman simplifiée experience no or few conflicts.
2. Pitman shorterhand and sténographie Pitman simplifiée systems are well integrated and compatible.
3. Overall, the findings of this study do not suggest dominant factors, helpful to students and teachers, in predicting shorthand success for unilingual or bilingual stenographers.

Special Features:

1. /Bibliography/ -- 9 items
2. /Literature Review/

Tests Included in Document:

/Otis-Lennon Mental Ability/ Test, Advanced Level, Form K; /Turse Shorthand Aptitude/ Test; self-made dictation tests; self-made student and teacher /questionnaire/s

Tests Used in Research but not Included in Document:

Self-made tests de français and dictées sténographiques

Notes:

1. French title: Mesurer l'efficacité de la sténographie Pitman simplifiée dans la préparation de futures sténographes bilingues en Ontario
2. The French version of this study contains additional analyses of indicators that measure effectiveness of bilingual stenographers not indicated in this report.

(AUT)

Contracting Institution: University of Ottawa

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS **ON01065**

Patrone, Serafina P.

-- Nineteenth-Century Canadian-Indian Literary Materials Research Project. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/CANADIAN/ /INDIAN/ /LITERATURE/. /Curriculum/ subjects. /Elementary school/s and /secondary school/s /Teaching aid/s -- /Bibliographies/

ANNOTATION

The purpose of this research is to locate and collect nineteenth-century Canadian-Indian literary materials for use in the Native Teacher Education Program of Lakehead University and in the elementary and secondary schools of Ontario.

Once collected, these materials will be listed and reviewed in order to provide teachers and students associated with native Indian studies the means to (1) increase an awareness of the Indian culture within a North American context, (2) trace the development of the Indian literary tradition from its early beginnings to the present, and (3) introduce the Native student to ways of approaching and critically evaluating the literary expression (content and form) of the Indian mind.

Notes:

Subject section in Research Manual: Curriculum

Contracting Institution: /Lakehead University/

Availability: Research in progress. No documents available at present

IN PROGRESS ON01066

Pierce, C.H.

-- The Development of Social Responsibility in the Classroom : One Aspect of Moral Education. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/COOPERATION/. /Student/s. Schools
Development

ANNOTATION

This study examines factors that contribute to the development of /social/ /responsibility/ where social responsibility is defined in terms of cooperative behaviours and helping others. It investigates factors necessary to maintain cooperative, helping behaviours in a group of children. Some of the variables being explored are: rules, i.e. awareness of rules related to cooperation; feedback, i.e. verbal feedback to children related to cooperation; points or tokens.

Notes:

Subject section in Research Manual: Curriculum

Contracting Institution: /University of Waterloo/

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01067**

Stern, Hans H.

-- The Teaching and Learning of French as a Second Language in Two Distinct Learning Settings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. Schools
/Program/s -- Comparative studies

ANNOTATION

This study proposes to investigate the teaching and learning of French as a second language in two distinct learning settings: the regular or conventional program (40-50 minutes per day) and the unstructured or alternative program in which the teacher appears to play a subsidiary rather than a directive role. A Language Teaching Record Scheme and a model of second language learning, presently being developed, will be put to practical application. Data will be collected from four /grade 11/ classes in each setting.

The results of the study will provide information about the relation between teaching and learning in various settings, pedagogical differences occurring in certain learning environments and students' achievement as it relates to learning environment, teaching, and other factors outlined in a model for second language learning.

Notes:
Subject section in Research Manual: Curriculum

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01068**
Stern, Hans H.
-- **French Language Teaching Modules. (Ministry of Education, Ontario. Contractual Research).**

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. Schools
/Module/s. Development

ANNOTATION

This project includes the study of theoretical principles guiding non-sequential materials and a survey of the use of and opinions on sequential and non-sequential materials.

The researchers are experimenting with and evaluating four prototypes of non-sequential materials in the form of modules regarding the following: (a) the content or substance from first-hand sources (cultural, literary, sociological); (b) the linguistic aspect to be incorporated; (c) the design of the draft prototype units; (d) teaching, using draft modules.

Notes:
Subject section in Research Manual: Curriculum

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01069**

Stern, Hans H.

-- Formative Evaluation of Curriculum Materials for the Teaching of French as a Second Language. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Secondary school/s
/Teaching aid/s. /Evaluation/

ANNOTATION

This study focuses on the formative evaluation of curriculum materials under development. The subject domain is French as a second language and the target population includes a sample of all Ontario students in secondary schools. Through a sequence of instrument development, pilot trials, field trials, and extended field trials, the project assures the quality of both the materials and the testing instruments. A further aim of the study is to contribute to formative evaluation technology as it applies to materials development in the field of second language learning.

Notes:

Subject section in Research Manual: Curriculum

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

FINAL REPORT (MINISTRY) **ON01070**

Virgin, Albert E.. Maxwell, Judith; Gardner, Zita; Crawford, Patricia

-- An Examination of Student Attitudes Toward Physical Education at Both the Junior High and Secondary Levels.

-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1977. -- 142 p. in various pagings (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/PHYSICAL EDUCATION/. /Junior high school/s and /secondary school/s
/Attitude/s of /student/s -- Study regions: /North York/ -- comparisons by /age/ and /sex/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To assess students' attitudes towards physical education and health at both the Junior and Secondary School levels.

Sample:
167 grade 7, 176 grade 8 and 184 grade 9 students at 4 junior high schools. 232 grade 10, 193 grade 11, and 186 grade 12 students (P) at 6 secondary schools participating in physical education and health classes; 192 non-participants (NP) from the same schools. Students were randomly selected at each grade level. Data collected February-March 1977.

Methodology:
A self-made physical education attitude survey was administered to students. Frequencies and percentages were calculated. Percentages by grade are shown in tables, graphs and histograms.

Findings:
1. At junior high level, 54% of the students felt physical education should be compulsory, 46% felt it should not; at the secondary level, 43% of participants thought it should be compulsory, while only 9% of the non-participants thought so. When results for all secondary students (P and NP) were considered together, 34% felt physical education should be compulsory, 64% felt it should be optional.
2. Over 90% of participating students enjoyed their classes 'always' and 'most of the time'; 33% enjoyed their classes for /physical/ fitness/, while 28% found the disruptive behaviour of other students a limiting factor.
3. About 70% of the students felt there was too much repetition in the program, and that they would like more choice in activities.
4. Only 19% of the students felt they should be measured against a set standard.
5. Generally, students agreed they do better if they like the teacher; junior high students preferred to have the same teacher all year, senior secondary students liked to have different teachers for each activity.
6. 86% of P, and 74% of NP males considered themselves in 'top' or 'good' condition, compared to 73% of P and 58% of NP females.
7. Fitness-type activities and leisure sports were most often mentioned as ways used to stay physically fit.
8. As the P student progressed through school, participation in /intramural/ /athletic/ /program/s decreased from an 'often' rate in grade 7 of 42% to 15% in grade 12; the NP rate was only 3%. The main reasons given for participation were pleasure, fun, and being with friends.
9. Senior secondary school students enjoyed school teams for the exchange between schools, the competition, and the fostering of school and team spirit.
10. Nearly all students thought that 'learning to get along with others' was an important social value of physical education, but being with their own friends for class activities was not a factor in participation.
11. Most students preferred team sports to individual activities.
12. The older the student, the more co-ed classes are enjoyed.
13. 38% of NP females and 17% of NP males said that they would take /health education/ if it was a separate subject; changes in teaching most often mentioned by students taking health were for more interesting topics and methods of teaching.

Special Features:
1. /Bibliography/ -- 11 items
2. /Literature review/

Tests Included in Document:
Self-made Physical Education Attitude Survey

(AUT)

Contracting Institution: North York Board of Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS **ON01071**

Willis, J.W.

-- Development of an Inexpensive, Tutor-based Remedial Reading Program. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/REMEDIAL/ /PROGRAM/S. /Reading/. Schools
Use of /tutor/s

ANNOTATION

The intent of this study is the continuance of a series of research studies which led to the development of a functional, economical, remedial reading program, making use of /volunteer/ tutors. Specifically, the objectives are to determine the value of using competition in a remedial reading program; to evaluate the effects of several ways of training tutors; to compare a tutoring program which concentrates on helping a student correct errors by isolated skill training to one which focuses on helping a student to read connected, meaningful prose; to produce a readable, concise guide for teachers which will enable them to design, implement and evaluate a remedial reading program using tutors.

Notes:

Subject section in Research Manual: Curriculum

Contracting Institution: /University of Western Ontario/

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01072**

Morrison, Frances E.

-- Evaluation of the Federally and Provincially Funded Extensions of the Second Language Learning (French) Programs in the Schools of the Ottawa and Carleton Boards of Education. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. Schools
/Immersion/ /program/s. /English speaking/ /student/s. /Admission/ related to /age/
FRENCH LANGUAGE. Curriculum subjects. /Elementary school/s
/Academic achievement/ of English speaking students in /core/, extended core and immersion French programs
FRENCH LANGUAGE. Curriculum subjects. /Bilingual school/s. /Secondary school/s
Academic achievement of English speaking students -- Study regions: /Ottawa/ and /Carleton County/

ANNOTATION

Objectives shall be: to assess the relative merits of the variations within alternative programs; to make comparisons between programs in order to obtain data related to the optimal age for entry into an immersion program and the amount of time needed to attain a specific level of bilingual capacity; to complete the analysis of data collected in the spring of 1977, together with the collection of data concerning the French proficiency of the following groups: (a) Grade 6 of the core program in Ottawa and Carleton, (b) Grade 6 in two immersion streams (kindergarten-entry and late immersion) in Ottawa and Carleton, (c) Grades 10 and 12 in bilingual high schools, and (d) Grade 4 of the new extended French in Carleton schools; to analyze data from Spring 1977 Testing - (a) Full Bilingualism - Intermediate Grades, (b) Full Bilingualism - Secondary School, and (c) Core; to study cognition and second language, and to study additional characteristics of students in alternative programs.

Notes:
Subject section in Research Manual: Curriculum

Contracting Institution: /Ottawa Board of Education/

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01073**

Willows, Dale M.

-- Further Studies on the Role of Pictures in Children's Readers. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/ILLUSTRATION/S. /Reading/ /textbook/s. /Elementary school/s
Effects on /reading achievement/ of students -- Study examples: /Grade 3/

ANNOTATION

The present proposal is intended as a continuation of a program which concerns itself with the general question: What are the conditions under which pictures in their beginning readers facilitate or interfere with children's learning to read?

Associated with this general question are a large number of specific questions which are amenable to investigation through research, including: 1. How do the characteristics of the artwork itself relate to its positive or negative value in children's beginning readers? 2. Are different aspects of children's reading performance affected by the use of artwork in beginning readers? 3. Is the degree of relatedness between the content of an illustration and the meaning of a story a determinant in how the picture influences reading performance on story?

Data will be collected from third-grade students by selection of good and poor readers, intelligence test and reading test. The study data will provide some basis on which educators can begin to make objective decisions about the relative merits of the myriad of materials available for /beginning reading/.

Notes:
Subject section in Research Manual: Curriculum

Contracting Institution: /University of Waterloo/

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01074**

Wilson, H.R.

-- A Classroom Usage Research Instrument for Computer Processing. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/RESEARCH/. /Linguistics/
 Applications of /computer/s
 By /student/s in schools

ANNOTATION

The immediate goal of this project is the perfection of a research instrument in language for use in classrooms and the technique of this use by teachers who are concerned about increasing the linguistic awareness of students. The related objective is the provision of means of making language differences real to students in language-oriented curricula and to derive from the efforts of the students data that are useful in the larger scholarly picture as well as interesting within the educational framework of the school.

Notes:
Subject section in Research Manual: Curriculum

Contracting Institution: /University of Western Ontario/

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01075**

Jaakson, Reiner

– Education for Leisure Through Time-Skills. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/LEISURE EDUCATION/. /Curriculum/ subjects. Schools
  /Scheduling/ of time. /Teaching method/s
/STUDENT/S. Schools
  /Perception/ of /leisure time/

ANNOTATION

This research study is posited on the observation that leisure time will be increasingly important in the lives of Canadians in the future. With this projected change in the allocation of time, it is proposed that relevant education in this area is necessary to make the student aware of how these changes may affect his future and to help the student adapt to changing time-allocation.

The proposal for this study has two stages. Stage one is a one-year study designed to identify at what ages of development various levels of awareness of time and leisure have been conceptualized, the influences affecting student conceptualization and suggestions on changes in curriculum to introduce time-skills into instruction. The second stage is a further study which will undertake a series of trial-runs of actual classroom instruction in time-skills. Trial-runs will be evaluated and a teacher-manual will be designed for time-skills 'modules of learning' in already established curriculum subjects.

Notes:
Subject section in Research Manual: Environment

Contracting Institution: /University of Toronto/

Availability: Research in progress. No documents available at present

PROCESSED REPORT **ON01076**

Lokan, Janice J.; Johnson, E.; Morrison, Frances E.; Bonyun, R.

-- **An Investigation of Environmental Factors Associated with Success in Reading of Disadvantaged Pupils.**

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1977. -- 94 p. in 2 volumes. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/CULTURALLY DISADVANTAGED/ /STUDENT/S. /Primary grade/s

/Reading achievement/ related to /independence/, /responsibility/ and /parent/s' /attitude/s - - Study regions: /Ottawa/

ABSTRACT

Type of Study:

Comparative; Longitudinal

Purpose:

To examine factors in the home and school environments of disadvantaged pupils which promote success in reading by the grade 3 level.

Sample:

2 groups of 40 students each in grades 2 and 3 in 1976 and 1977, selected on the basis of high and low scores on the QED Reading Test administered at the end of the grade 1 year in 1975 and on the basis of disadvantaged background as determined by dwelling type and level of parental education. 48 teachers of grades 2 and 3 at the same 36 schools. 75 parents, 52 (69%) responding. Data collected 1975-77.

Methodology:

Measures of reading achievement were obtained at the end of the grades 2 and 3 years. A battery of standardized and self-made tests measured students' intelligence, self concept, locus of control and attitudes toward reading and school; other student data were collected from school records, teacher ratings of behaviour and general development, teacher questionnaires, parent questionnaires administered during the grade 1 QED study and parent interviews. Treatment of the data included: distributions, t test, correlation coefficients, factor analysis and discriminant analyses. Means, coefficients and standard deviations are tabulated.

Findings:

1. Significant correlations (above 0.40) were found between reading achievement test scores and scores on a test measuring acceptance of responsibility for success and failure (IAR).
2. Significant correlations were found between scores on the three reading tests given (grades 1, 2 and 3) and the self-reliance factor on a rating scale completed by teacher.
3. More than three quarters of the grade 1 good readers maintained their above-average status through grade 3.
4. The development of an internal locus of control in academic situations differentiated those who remained high in reading from those who were consistently low.
5. Selected factors discriminated between those who remained high or low and those who changed from one group to another; similar factors were identified in the discriminant analyses, including internality of control.
6. Differences between groups were also identified in parent and pupil interviews, including interest in reading and parent supportiveness.

Conclusions:

1. Despite the apparent homogeneity of the children's backgrounds, considerable variation was found in the extent to which parents valued education and provided encouragement to their children.
2. The important variables related to differences in reading performance in this study were /birth order/ and the degree to which chilren felt they were responsible for their own successes and failure in school (an aspect of the 'locus of conrol' construct).

Special Features:

1. /Bibliography/ -- 34 items
2. Separate appendix of /test/s, instruments and correspondence

Tests Included in Document:

/Piers-Harris Children's Self/ Concept Scale (modified); /Intellectual Achievement Res/ponsibility Scale; /School Attitude Survey/; /Pupil Description Scale/; self-made Parent and Pupil /Interview Schedule/s

Tests Used in Research but not Included in Document:

/Gates-MacGinitie Reading Tes/ts A,B,C; /IPAT Culture Fair Intelligen/ce Test, Scale 1; /Progressive Matrices/

(AUT)

Contracting Institution: Ottawa Board of Education

Availability: MF - $1.50; MF - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON01077**

Fram, Isabel; Broks, Gloria; Crawford, Patricia; Handscombe, Jean; Virgin, Albert E.
-- **'I Don't Know Yet' : West Indian Students in North York Schools : A Study of Adaptive Behaviours.**
-- Willowdale : /North York Board of Education/, Dept. of Educational Research and Development, 1977. -- iii, 101 p.
(Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/ADJUSTMENT/. /West Indian/ /immigrant/ /student/s. /Junior high school/s
Facilitation
related to /behaviour/ and /self concept/ -- Study regions. /North York/

ABSTRACT

Type of Study:
Action Research

Purpose:
To determine what factors were present in a group of students who appeared to cope easily with the transition to Canadian schools, and in a group who appeared to have great difficulty coping.

Sample:
24 students in grade 7, 21 in grade 8, and 13 in grade 9 at 2 schools. 90 teachers at 2 schools. Students were all West Indian who had been in the Canadian school system for 2 years or less. Data collected fall 1976 - April 1977.

Methodology:
Teachers were interviewed and completed a Behaviour Rating Checklist. Students were interviewed and completed a Self Concept Inventory, and a Sentence Completion Instrument and Sociogram. Systematic observation of classrooms was also carried out. Students were categorized as coping, non-coping and questionable; a male and female student from each category at each school were selected and 12 case studies were prepared. Tables show means, percentages and standard deviations.

Findings:
1. There was little change in behaviour or in self concept from the fall to the spring for coping, questionable and non-coping students.
2. Isolation early in the year was not necessarily a good indicator of non-coping behaviour.
3. A majority of students in all groups stated that they cannot learn when there is too much noise.
4. When considering the systematic /classroom/ /observation/ results it is of interest to note that there was a similarity of behaviour among all three groups; more than half of the entire sample's on-task time was spent in a quiet and conforming manner.
5. In the case studies, students in all three groups tended to have difficulty expressing themselves in class.
6. The non-coping students had more problems with basic skills than coping students.
7. Coping students could follow directions and work independently whereas non-coping and questionable students were more dependent on others for direction, were more easily distracted and had difficulty working.
8. Overall, both copers and non-copers were motivated.
9. Generally, the copers showed a willingness to relate to black and white students, and were accepted by both.
10. Most of the teachers did not feel there were communication problems with West Indian students.
11. Teachers seemed to be able to identify coping students but were not so sure of non-coping students in terms of their behaviour.
12. Suggestions by teachers for easing the transition into the Canadian system were: orientation classes, special schools or classes for immigrant students and hiring more black teachers and ESL teachers.

Special Features:
/Bibliography/ -- 12 items

Tests Included in Document:
Self-made Behaviour Rating Checklist; Self-made Self Concept Inventory; Self-made Systematic /Observation Schedule/ and Codes; Self-made Sentence Completion Task

(AUT)

Contracting Institution: North York Board of Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS **ON01078**

White, James

-- An Investigation of the Effects of Alcohol Use on Ontario Schools. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Elementary school/s and /secondary school/s
  /Drinking/ of /alcohol/ic beverages -- Comparisons by /academic achievement/, /grade level/s, and /sex/
/TEACHER/S. Elementary schools and secondary schools
  /Attitude/s to drinking of alcoholic beverages by students -- Study regions: /Ontario/

ANNOTATION

This research is undertaken to provide sufficient and reliable data on the following questions: 1. To what extent does the use of alcohol cause problems in the schools throughout the province and what types of problems does drinking create in the elementary and secondary schools? What are the effects of drinking on social relations? 2. What are the extent and frequency with which students at each grade level from 7-13 use beer, wine, and-or spirits? 3. What is the relationship between drinking and the use of other /drug/s? 4. To what are sex, grade, grade average, and type of school system related to each of the above factors? 5. To what extent are teachers aware of student drinking and what are the teachers' perception to the problem created? 6. How do teachers and the administration respond to drinking situations when they arise?

Notes:
Subject section in Research Manual: Environment

Contracting Institution: /InfoResults Ltd./

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01079**

Cooper, Leonard A.

– An Investigation of the Efficacy of a Movement-Centred Approach to the Management of Hyperactivity in Preschoolers. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/HYPERACTIVITY/. /Preschool/ /children/
  Improvement by /development/ of /psychomotor/ /skill/s

ANNOTATION

Preliminary observations upon non-medicated hyperkinetic children have indicated that these children demonstrate considerable improvement in their ability to control their characteristic excessive mobility and, in coordinating their body movements in general, as the result of participating in regularly scheduled, carefully planned movement experiences which required that they stop and think before acting. There were encouraging indications that these children attended better in school during this period.

The purpose of this study is to validate scientifically these observations. Specifically, the study will investigate the efficacy of well-structured movement experiences which would require children to utilize and develop fundamental motor skills; capitalize upon their inherent desire- need for play; and require children to problem-solve as a vehicle which may constitute an effective complement to, or a suitable alternative to, pharmaco-therapy and-or psycho-therapy.

Notes:
Subject section in Research Manual: Exceptional Children

Related Records: ON01050

Contracting Institution: /University of Guelph/

Availability: Research in progress. No documents available at present

FINAL REPORT (MINISTRY) **ON01080**

Garber, Malcolm

-- Home Training of Mentally Retarded Children.

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Special Education, 1977. -- 370 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/TRAINABLE/ /MENTALLY HANDICAPPED/ /STUDENT/S
/Teaching method/s: /Behaviour modification/
/Teaching/ by /parent/s. /Program/s

ABSTRACT

Type of Study:
Action Research

Purpose:
To determine the effectiveness of a paraprofessional outreach program on the social and intellectual growth of mentally retarded children.

Sample:
37 developmentally handicapped students and 37 parents. Data collected 1976-77.

Methodology:
The Slosson Intelligence Test, Adaptive Behaviour Scale, a goal attainment scaling device and a parent-as-teacher instrument were administered. Subjects were divided into a Treatment group of 20 and a Control group of 17. 5 parents of students in the Treatment group were trained as /paraprofessional/s and delivered teaching tasks based on behaviour modification principles. The Control group was also provided with treatment during the second year. A total of 267 tasks were developed over the 2 years. Analysis of covariance and multiple discriminant function analysis were carried out. Means, frequencies, standard deviations and F ratios are tabulated.

Findings:
1. After the first seven months there were statistically significant differences favouring the Treatment group over the control group on the Slosson Test, the Goal Attainment Scale, and the Adaptive Behaviour Scale.
2. A discriminant function analysis yielded no differences between the Treatment Group and the Control group on the parent-as-teacher instrument.
3. During the following year, when the Control group received the treatment, the above differences did not appear.

Conclusions:
1. The treatment proved beneficial to the treatment group over the first 7 months.
2. When the Control group received the program over the second year, the Control group gained in the same fashion as the Treatment group had.
3. A /home/ management program employing parents as paraprofessional /outreach/ workers and employing behaviour management techniques may provide parents of developmentally handicapped children with teaching techniques sufficient to produce academic, social and intellectual progress in their children.

Special Features:
/Teaching aid/s -- 267 pages of teaching ideas are presented

Tests Included in Document:
/Slosson Intelligence Test/; /Adaptive Behaviour Scale/; /Goal Attainment Scale/; self-made Parent-As-Teacher Instrument; Weekly Evaluation Report Document

(AUT)

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

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IN PROGRESS **ON01081**

Garfinkel, Barry D.

-- The Identification and Follow-up of Hyperactivity in a Primary School-aged Population. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/HYPERACTIVITY/. /Student/s. /Elementary school/s
related to /academic achievement/, /attendance/, /behaviour/, /health/, and /socioeconomic/ /characteristic/s -- Study regions: /Etobicoke/ -- Study examples: /Grade 5/

ANNOTATION

The objectives and methodology of the present study arise from an ongoing dialogue with teachers, principals, superintendants, special education consultants and parents. Out of this interchange the present study has been designed to determine: 1) the prevalence of the hyperactivity problem within Grade 5 students in Region One, Borough of Etobicoke; 2) the school characteristics (including behaviour, absences, lates, suspensions, achievement) together with medical and demographic characteristics which differentiate hyperactive children from problem-free peers; 3) the specific childhood features and environmental circumstances which result in appropriate educational assessment and decisive management; 4) the effects of maturational processes on school performance and behaviour difficulties at the time of a complete reassessment after 12 months.

A number of hypotheses are to be tested and the information obtained from this study will allow for the development of relevant in-service teacher training programs. Specific knowledge arising from this project will be shared with teachers and administrators so that effective and practical classroom intervention can be planned.

Notes:
Subject section in Research Manual: Exceptional Children

Contracting Institution: /University of Toronto/

Availability: Research in progress. No documents available at present

IN PROGRESS ON01082

Hambleton, Donald Charles

-- Total Communication with Trainable Retarded Children. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/SIGN LANGUAGE/. /Trainable/ /mentally handicapped/ /student/s. Schools
related to /verbal/ /communication/s
/Learning/ related to /academic/ /ability/, /psychological/ /adjustment/ and /social/ adjustment
Learning. Effects on /aural/ /perception/ and /visual/ perception
/Teaching method/s

ANNOTATION

This research will investigate the relationship between sign acquisition and intellectual, emotional and social functioning in trainable retarded children, determine the relationship between verbal usage and sign acquisition when sign is used with non-hearing impaired retarded students, identify the physical, visual and auditory skills developed in conjunction with a sign acquisition program, and experiment with the sequence of sign presentation for most effective learning.

It will develop appropriate measuring instruments to assess verbal and sign acquisition and a sign acquisition curriculum which would be available for use with other retarded groups.

Notes:
Subject section in Research Manual: Exceptional Children

Contracting Institution: /Metropolitan Toronto School/ Board

Availability: Research in progress. No documents available at present

IN PROGRESS ON01083

Kinsbourne, Marcel

– **The Effect of Food Additives on the Learning Ability of Hyperactive Children. (Ministry of Education, Ontario. Grants in Aid of Educational Research).**

SUBJECT

/HYPERACTIVITY/. /Student/s. /Elementary school/s
Effects of /food additive/s

ANNOTATION

This study will seek to show the effects of food additives on hyperactivity, which is now recognized as the most common learning disability in children.

It is proposed that a sensitive measurement of learning ability or performance is necessary to document the effects of any treatment of hyperactive children. The researchers have developed and refined a sensitive laboratory learning test to evaluate drug treatment of hyperactivity and propose to use it to evaluate objectively dietary effects (elimination diet and additive challenge) rather than using subjective data derived from questionnaires.

Food additives other than artificial colours will be tested to see if they have systematic effects on behaviour such as those reported by parents and clinical personnel. An attempt will be made to identify additives which precipitate hyperactive behaviour in children by eliminating specific suspected substances from their diet in a controlled hospital setting. A special objective test recently developed for the laboratory measurement of hyperactive behaviour will be used to monitor the acute effects on behaviour of reintroducing the eliminated substances one by one to identify the toxic substance(s) in the total set.

Notes:
Subject section in Research Manual: Exceptional Children

Contracting Institution: /University of Toronto/

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01084**

Larter, Sylvia

-- The 'Leaving School Early' Students : Characteristics and Opinions. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/LEAVING SCHOOL EARLY/ /PROGRAM/. /Secondary school/s
/Attitude/s of /student/s
Students. /Aspiration/, /socioeconomic/ /characteristic/s and /value/s -- Study regions: /Toronto/

ANNOTATION

The focus of this study is on the characteristics and opinions of a group of students participating in the new Leaving School Early (LSE) Program set up by the Toronto Board of Education under the guidelines of the Ministry's legislation which allows 14 and 15 year old students to leave school when they find that the regular school program is no longer suitable for them.

This study will provide valuable feedback to Ontario educators who are either involved in the LSE Program or are considering the implementation or withdrawal of other similar programs.

A telephone interview of students who have just entered the program will be employed to collect information about their perception of the present school system regarding programs, interest, and helpfulness of present courses and need for new courses. A second set of data will be collected from those who have participated in the program for one year or more. It will be comprised of their opinions about the LSE Program and the role it has played in their life (new jobs, acquaintances, preparation for their future life). Finally, data will be collected on various student characteristics, such as culture, aspirations, values, SES (Socio-Economic- Status), etc.

Notes:
Subject section in Research Manual: Exceptional Children

Contracting Institution: /Toronto Board of Education/

Availability: Research in progress. No documents available at present

IN PROGRESS ON01085

Morgan, G.A.V.

-- An Investigation of the Characteristics, Distribution, and Program Needs of Children with Severe Communication Disorders. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/LANGUAGE HANDICAPPED/ STUDENTS
  /Educational/ /need/s
/AUTISTIC/ /STUDENT/S
  Educational needs

ANNOTATION

Research is required in an effort to find some solutions to problems involving the most suitable ways of providing educational programs for children within a broad range of severe communication disorders, including the autistic and /aphasic/. It is anticipated that this project will result in the preparation of an advisement for use by school boards in the planning and development of improved programs and services to the special needs of these children.

Notes:
Subject section in Research Manual: Exceptional Children

Contracting Institution: /University of Guelph/

Availability: Research in progress. No documents available at present

IN PROGRESS ON01086

Rourke, Byron P.

-- Neuropsychological Studies of Retarded Reading and Spelling in Elementary School Children. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/STUDENT/S. /Elementary school/s
  /Learning disabilities/ in /spelling/.
  /Reading disability/.
/REMEDIAL/ /TEACHING/. Reading and spelling. Elementary schools

ANNOTATION

The three principal problems to which research in reading and spelling retardation should be addressed are: the early determination of students who are 'at risk' with respect to reading and spelling retardation; the causes of reading and spelling retardation; the remediation of students with problems in these areas. Consequently, this research constitutes three interlocking studies which are extensions of previous work in the area of early prediction and elucidation of the causes of reading and spelling retardation.

Notes:
Subject section in Research Manual: Exceptional Children

Related Records: ON00166

Contracting Institution: /University of Windsor/

Availability: Research in progress. No documents available at present

FINAL REPORT (MINISTRY) **ON01087**

Trehub, Sandra E.; Endman, Maxine

-- A Syntactic Analysis of the Language of Autistic Children.

Toronto : /University of Toronto/, Erindale College, Department of Psychology, 1978 -- 11 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/AUTISTIC/ /STUDENT/S
/Language/. Syntax

ABSTRACT

Type of Study:
Pilot

Purpose:
To provide a precise characterization of the language (syntax) of autistic children.

Sample:
10 autistic children, 4-6 years old, at the West End Creche, Thistletown Regional Centre and in private homes. 10 normal children of comparable age. Data collected 1976-77.

Methodology:
Vocal utterances of the autistic and normal children were recorded then analyzed by the method of Developmental Sentence Scoring to provide a measure of syntactic complexity.

Findings:
1. None of the 10 autistic subjects produced a corpus of utterances which could be appropriately analyzed with Developmental Sentence Scoring techniques.
2. Only one of the 10 autistic subjects produced utterances which were intelligible to any of several independent listeners; for this intelligible autistic subject his utterances were mostly echolalic or stereotyped, reflecting the rigorous training of an operant conditioning program. In short there was no evidence of spontaneous or creative speech.
3. The techniques of eliciting vocal productions did yield fruitful results with the comparison sample of normal children. These samples are presently being analyzed for comparison with a group of prematurely born children.

Conclusions:
1. The method of Developmental Sentence Scoring developed by Lee (1974) does not appear to be an appropriate tool for analyzing the vocal productions of autistic children.
2. Given the stereotype and /echolalia/ which characterize the intelligible utterances of autistic children, it does not appear fruitful to perform a syntactic analysis of these utterances.
3 There is considerable disagreement among therapists about specific diagnoses of autism. This calls into question the subject selection procedures in studies which have yielded adequate language samples.
4. Future studies of the language of autistic children must consider the type of language or behaviour training in which the child has participated. It is likely that some of the bizarre styles of verbal communication have their roots in such programs.
5. Alternative analyses of the vocal samples of autistic children are more likely to yield fruitful results. These include articulation and prosody (intonation and stress patterns).

Special Features:
/Bibliography/ (includes reference lists) -- (13 items)

Tests Used in Research but not Included in Document:
/Developmental Sentence Scor/ing

(AUT)

Contracting Institution: University of Toronto

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS ON01088

Connelly, F. Michael

-- Assessment of York University Biology Achievement Test. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/BIOLOGY/. /Curriculum/ subjects. /Secondary school/s

/Test/s: York University Biology Achievement Test. /Evaluation/

ANNOTATION

This research was undertaken to: 1. Examine and assess the test in the light of: (a) provincial curriculum guideline, (b) representative courses of study, (c) representative textbooks. 2. Survey teacher opinion on value of test, its influence on curriculum and its use in the schools. 3. Assess the extent to which aims of test program are being achieved. 4. Assess value of test project in the opinions of principals and supervisory officers.

Tests Used in Research but not Included in Document:

/York University Biology Ach/ievement Test

Notes:

Subject section in Research Manual: Measurement and Evaluation

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01089**

Desjarlais, Lionel

-- An Analytical Review of Test Instruments Used in Evaluating Pupil Achievement in the Intermediate Division. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/INTERMEDIATE GRADE/S. /French/ /language/ /school/s

/Curriculum/ subjects: /English/ language, French language, /geography/, /history/, /mathematics/ and /natural sciences/. /Standardized/ /test/s

ANNOTATION

This research was undertaken to provide sufficient and reliable data to answer the following questions: 1. What commercially-prepared standardized tests are available for use in the Intermediate Division and to what extent do the items in the commonly-used tests measure the objectives in the following curriculum guidelines for the Intermediate Division: (a) français? (b) anglais, langue seconde? (c) histoire? (d) mathématiques? (e) sciences (f) géographie? 2. To what extent are the objectives in the above-noted curriculum guidelines for the Intermediate Division measured by the commonly-used standardized tests? 3. To what extent are test items not reflected in any objectives?

The researchers will attempt to identify 1) test instruments or items available in the French language presently in use outside Ontario that could be considered valid for assessing students' achievement in relation to the above specific objectives, and 2) test instruments or items available in English that hold promise of translation and adaptation for use in schools attended by /French speaking/ students and where French is the language of instruction.

Notes:

Subject section in Research Manual: Measurement and Evaluation

Contracting Institution: /University of Ottawa/

Availability: Research in progress. No documents available at present

PROCESSED REPORT ON01090

Dow, Ian I.; Donnelly, Bert

-- **An Analysis of Costs Benefits Results of Selected Students in Enrichment Programmes in Selected Boards of Ontario Elementary Schools.**

-- Ottawa : /University of Ottawa/, Faculty of Education, 1977. -- 73 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/GIFTED/ /STUDENT/S. /Grades 7-8/
/Enrichment/ /program/s. /Cost effectiveness/

ABSTRACT

Type of Study:
Comparative

Purpose:
To investigate costs and benefits of enrichment program in /elementary school/s

Sample:
210 students in grades 7 and 8 at 18 schools; 6 administrators. Data collected January-June 1977.

Methodology:
Five program types were investigated: 1 day /withdrawal class/es; 1 term withdrawal; segregated classes; segregated bilingual; and partial segregation. Data on costs were collected; the High-School Characteristics Index was administered to students in the 5 program types, which were tested for curriculum differentiation. Analysis of variance; tables and graphs show means, frequencies and standard deviations.

Findings:
1. All selected enrichment programs cost additional money.
2. The withdrawal program produced greater results.

Conclusions:
1. A wider sample should be selected for analysis.
2. The High School Characteristics Index is a valid instrument for this type of research.

Special Features:
/Bibliography/ -- 14 items

Tests Used in Research but not Included in Document:
/High School Characteristics/ Index; Cost Data Form

(AUT)

Contracting Institution: University of Ottawa

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS **ON01091**

Fair, James W.

-- **Teacher Interaction and Observation Practices in the Evaluation of Student Achievement. (Ministry of Education, Ontario. Contractual Research).**

SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. Schools
/Evaluation/ /method/s

ANNOTATION

This research shall provide data to answer the following questions: 1. What do teachers mean when they rate /observation/ as the most important source of information for assessing student achievement? 2. What role do teachers' expectations of achievement play in decisions on what to evaluate and how to interpret the information? 3. Do teacher practices stem from identifiable concepts of student development or curriculum? 4. What can be said about the quality and coverage of such information? 5. Might there be different strategies of evaluation that identify groups of teachers? 6. How do practices vary with grade level - or do they? 7. How is all evaluative information integrated and reported?

One outcome of the research should be a list of questions rated as to order of importance, with some tentative hypotheses derived from the research.

Notes:
Subject section in Research Manual: Measurement and Evaluation

Contracting Institution: /University of Toronto/

Availability: Research in progress. No documents available at present

IN PROGRESS ON01092

Feeney, James D.

-- A Factor Analytic Study to Isolate the Significant Factors Influencing Achievement in Oral French in Grades 1 to 8. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/AURAL/ /FACILITY/. /English speaking/ /student/s. /Elementary school/s
In /French/ /language/. Affecting factors

ANNOTATION

The instruction of French in a variety of forms has become an established practice in elementary schools in Ontario. To date, very little study of the efficacy of the instruction has taken place, partly because of the lack of adequate instruments to measure achievement in French using an aural test. A thorough study of factors influencing achievement in French in English-speaking students is still lacking. Using the aural comprehension and discrimination tests as a basis, it would be possible to empirically investigate the factors influencing aural French achievement.

Specific objectives of this study are: to use the tests of aural discrimination and comprehension being constructed by the research department of Metropolitan Toronto Separate School Board to obtain a measure of achievement in oral French in English-speaking students in Grades 1 to 8; to conduct a factor analytic study of the item-intercorrelation matrices to determine the significant factors influencing achievement in oral French in English-speaking students in Grades 1 to 8.

Notes:
Subject section in Research Manual: Measurement and Evaluation

Contracting Institution: /Metropolitan Separate School/ Board

Availability: Research in progress. No documents available at present

IN PROGRESS ON01093

Kinsbourne, Marcel

-- **WISC-R Patterns of Children Referred for School Problems. (Ministry of Education, Ontario. Grants in Aid of Educational Research).**

SUBJECT

/LEARNING DISABILITIES/. /Student/s. Schools
 /Screening/. Use of Wechsler Intelligence Scale for Children

ANNOTATION

This research proposes to provide a base for examining the relationship between particular educational disorders and the skills required by various WISC-R subtests.

The WISC-R (the 'Wechsler Intelligence Scale for Children - Revised') is the most widely used psychoeducational assessment tool presently in use for the evaluation and treatment of school problems. A sample of 250 patients will be drawn for the study from students referred to the Learning Clinic at the Hospital for Sick Children and the design will be validated with a further group of 250 students referred. These children fall into five basic categories: children with a primary reading problem, children with social and emotional problems, children who are considered educable mentally retarded, hyperactive children who respond favourably to stimulant medication, and hyperactive children who respond adversely to stimulant medication. The overall objective of this project is to improve the use of the WISC-R, which is widely used in the diagnosis and /remedial/ intervention of learning disorders in Ontario and elsewhere.

The data will be presented in such a manner as to provide a valuable reference for school psychologists and other educational personnel who are responsible for the assessment and remedial intervention of children with school problems.

Tests Used in Research but not Included in Document:
/Wechsler Intelligence Scale/ for Children

Notes:
Subject section in Research Manual: Measurement and Evaluation

Contracting Institution: /University of Toronto/

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01094**

Dow, Ian I.

-- The Development of a Curriculum Change Indicator. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/CURRICULUM/ /GUIDELINE/S. /Primary grade/s and /junior grade/s
/Ontario Ministry of Education/ curriculum guidelines. Evaluation of /implementation/ instruments

ANNOTATION

The research undertaken will develop an item pool to reflect the universe of content set down in Education in the Primary and Junior Divisions. A diagnostic instrument for determining how closely a given classroom reflects the ideal will be provided, and a manual of instructions for use by teachers and supervisors will be produced.

Notes:
Subject section in Research Manual: Measurement and Evaluation

Contracting Institution: /University of Ottawa/

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01095**

Knights, Robert M.

-- A Child-Computer-Teacher Assessment and Remedial Program for Children with Poor Reading Skills : Phase III. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/READING SKILL/S. /Student/s. /Elementary school/s
/Test/s. Applications of /computer/s -- Study regions: /Ottawa/
/Individualized/ /remedial//program/s. /Programmed/ /material/s. /Evaluation/

ANNOTATION

This project is designed to develop a computer based method of assessing basic reading skills and on the basis of the pattern of test results, provide a prescriptive outline of remediation and appropriate remedial materials.

Tests of five basic reading skills, auditory blending, grapheme-phoneme production, visual segmentation, word attack, and decoding of sight words, are presented on the screen of a cathode ray tube computer terminal. Following assessment, the computer prints out a profile of the student's abilities and weaknesses. Remedial training exercises have been developed in programmed instruction form for each of the five basic reading skills and may be administered to the student by his classroom teacher, remedial reading teacher, parent volunteer, or other classroom assistant.

Phase III is involved in collecting normative data for the assessment program, and in making preliminary evaluations of the effectiveness of the remedial materials.

Notes:
Subject section in Research Manual: Measurement and Evaluation

Related Records: ON01106; ON01055

Contracting Institution: /Carleton University/

Availability: Research in progress. No documents available at present

FINAL REPORT (MINISTRY) ON01096

Tremaine, Ruth V.

-- Procedures for Teaching Language to Autistic Children : Verbal and Simultaneous Signing (Phase III : A Study of Remedial Programs for Students with Severe Communication Disorders, Including Autistic Children).

-- Ottawa : /University of Ottawa/, 1977. -- 129 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/AUTISTIC/ /STUDENT/S

/Sign language/ and /verbal/ /communication/. /Teaching method/s -- Study regions: /Ottawa/

ANNOTATION

This procedures manual for teaching language to autistic children is a summary and synthesis of other currently available language-training manuals, research articles, and theoretical work. It is intended to serve as a guide for teachers of autistic children ranging in age from pre- kindergarten to late adolescence with language skills ranging from the completely non-verbal level to spontaneous sentence production level at severely delayed stages.

The manual is divided into four sections which describe a series of instructional steps designed to bring the autistic child from the first imitative responses to the comprehension and use of single words or signs, and finally to the production of word- and sign-combinations reflecting the syntactic relations found in the early language of normally developing children. The first section presents an overview of the teaching techniques to be applied in the subsequent sections and the prerequisite behaviours required for students. In the second section, procedures for teaching motor and verbal imitation are described; by implementing these procedures, the teacher has a basis for deciding whether the student should follow the simultaneous signing or the verbal streams in the third section, which is designed to teach comprehension and use of single vocabulary items. The fourth section briefly describes procedures for teaching increasingly complex syntax.

The instructional steps are written within a /behaviour modification/ framework, and are described in greater or lesser detail, depending on the state of knowledge in the field. When the literature on language remediation offered conflicting suggestions on the sequence of steps to be followed, selection was guided by current research in developmental psycholinguistics.

This manual is a first approximation of a possible sequence for teaching language to autistic children. With further research, the sequences will need to be revised and various gaps filled in. Teachers using this manual must be proficient in behaviour modification techniques as applied to the behaviour management of severely dysfunctional children. Those who intend to implement the simultaneous signing procedures must have at least a preliminary command of American Sign Language or its local variant. It is assumed that language-training will constitute only one part of a balanced curriculum of academic, social and self-help skills taught in an educational context which is adapted to the particular needs of autistic children. A 44-item /bibliography/ is included.

(AUT)

Related Records: ON00688

Contracting Institution: University of Ottawa

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Office, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS **ON01097**

Williams, D.M.L.

-- A Study Into the Feasibility of Using a Storage Oscilloscope in the Educational Program of Hearing Impaired Children in Ontario - Phase I and Phase II. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/AURALLY HANDICAPPED/ /STUDENT/S. Schools
/Teaching/. Applications of /oscilloscope/s

ANNOTATION

This project examines the unique nature of the oscilloscope designed by the National Research Centre, provides data on its usefulness to teachers and students, and evaluates it with regard to variable personal factors such as age, ability and hearing levels of students. The amount of training needed by teachers and others to make them proficient users of the equipment will be noted; special attention will be given to colour, screen size and the relative values of one or two microphones. The value of this instrument used with and without other equipment will be discussed.

Notes:
Subject section in Research Manual: Exceptional Children

Contracting Institution: /Queen's University/

Availability: Research in progress. No documents available at present

PROCESSED REPORT ON01098

Morrison, Frances E.; Bonyun, R.; Stotsky, David M.

-- An Assessment of the Usefulness of Mathematics Topic Tests as Diagnostic Instruments.

-- Ottawa : /Ottawa Board of Education/, Research Centre, 1977. -- 76 p. (-- Research report ; 77-16) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/MATHEMATICS/. /Curriculum/ subjects. /Grade 5/

/Criterion referenced/ /test/s: Mathematics Topic Tests. Effects on /academic achievement/ of /student/s -- Study regions: /Ottawa/

ABSTRACT

Type of Study:

Comparative

Purpose:

To investigate the usefulness of Mathematics Topic Tests at the grade 5 level and to examine the conditions under which these tests would be used most effectively.

Sample:

1113 grade 5 students at 46 schools. 63 grade 5 teachers at the same schools; 43 (68%) responded. Data collected in fall 1976 and spring 1977.

Methodology:

Sample classes were divided into three groups, matched according to class type and pre-test scores. Teachers in the two experimental groups were asked to administer Mathematics Topic Tests I, 3 and 4 to their grade 5 students. Teachers in the first experimental group were informed that assistance in interpreting and applying results was available; teachers in the second experimental group attended a series of 3 workshops designed to give them an in-depth understanding of the topic tests and related materials. The control group was informed of the availability of the topic tests. Teachers also completed self made questionnaires. Chi squares were calculated and t tests performed. Means and standard deviations are tabulated.

Findings:

1. No significant difference was found between the three groups on the pre-test, nor between subgroups designated as high-performing and low-performing on the pre-test.
2. No significant difference was found between the three groups on the post-test, nor between subgroups designated as high-performing and low-performing.
3. Responses to the teacher questionnaire showed that the three groups of teachers were similar with respect to sex, education and preferred subject and grade level, but control group teachers had significantly more experience teaching at the grade 5 level.
4. Experimental group teachers made more use of the topic tests and generally found them more helpful that control group teachers.
5. Reaction of the teachers to the workshops was generally positive. Teachers in this group tended to give more positive and specific answers to open-ended items on the questionnaire.

Conclusions:

1. No evidence was found to support the hypothesis that systematic use of the topic tests, with assistance to teachers in their interpretation, would result in improved class mathematics performance.
2. Low-performing classes did not appear to benefit more than high-performing classes from use of the topic tests.
3. Teacher awareness of the topic tests was increased and a number of helpful suggestions were received from teachers who responded to the questionnaire.

Tests Included in Document:

/Mathematics Topic Test/ 4D: Operations with Decimals; /OBE Mathematics Achievement/ Test, Grades 5 and 6; self-made Teacher /Questionnaire/: Survey of Use of Mathematics Topic Tests

Tests Used in Research but not Included in Document:

Mathematics Topic Tests 1, 3 and 4; OBE Mathematics Achievement Test, Level 4-5

Mathematics Topic Tests

(AUT)

Contracting Institution: Ottawa Board of Education

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS **ON01099**

Reich, Carol M.

-- A Developmental Language Assessment System for Hearing-Impaired Children. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/LANGUAGE DEVELOPMENT/. /Aurally handicapped/ /student/s/ Schools
/Test/s: Language Assessment Battery. Development

ANNOTATION

The purpose of this project is to design and validate a Language Assessment Battery (LAB) based upon current research findings in language acquisition and to apply and validate it with the severely hearing-impaired and profoundly deaf, although it may have more general application to other language-impaired children.

The development of the LAB will be carried out in two phases: 1. developing and field testing the assessment methodology and a hypothesized developmental sequence of language acquisition in deaf children; 2. translating the experimental results of the first phase into a practical, low- cost assessment kit for teacher use.

The validation of the LAB kit will include a comparison of the performance of the hearing- impaired children in a variety of settings including integrated and segregated classrooms, as well as some of the experimental communication programs currently operating in Ontario classrooms.

Notes:

Subject section in Research Manual: Measurement and Evaluation

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

INTERNAL REPORT

ON01100

Beardsley, Barbara

-- **ONTERIS : Primary Development of a Documentation System for Educational Research. Phase III. (Ministry of Education, Ontario. Contractual Research).**

SUBJECT

/INFORMATION SYSTEM/S. /Educational research/. /Ontario/
  /ONTERIS/. Development
/ABSTRACTING/. Educational research
  /Guideline/s

ANNOTATION

Phase 111 of this research included: an expansion of the data base to include documents from OECA and school boards outside of Metropolitan Toronto; the production of the ONTERIS: PRINTED INDEX (a volume of over 600 abstracts plus a subject/author index volume); the organization of an ongoing on-line search service through /EISO/ (Education Information System for Ontario); the finalization of an abstract format and the provision of abstract guidelines; and the preparation for, and installation of the UNESCO version of /ISIS/ (CDS/ISIS) in the Queen's Park computer.

(GC)

Related Records: ON00567; ON00660; ON01177

Contracting Institution: /Metropolitan Toronto School/ Board

Availability: MF not available at time of printing; HC - available for reference from Research and Evaluation Branch, Ontario Ministry of Education, Mowat Block, Toronto

481

FINAL REPORT (MINISTRY) **ON01101**

Hedges, H.G.

-- **Achievement in Basic Skills : A Longitudinal Evaluation of Pupil Achievement in Language Arts and Mathematics.**

-- Toronto : /Ontario Ministry of Education/, 1977. -- xix, 327p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/ACADEMIC ACHIEVEMENT/. /Student/s. /Elementary school/s

In /language arts/ and /mathematics/ -- Study regions: /St. Catharines/ -- Study examples: /Grades 5-8/

ABSTRACT

Type of Study:

Comparative; Longitudinal

Purpose:

To evaluate and compare student achievement in Language Arts and mathematics in grades 5-8 of 1 school system over 40 years; and to provide a model and data for future studies.

Sample:

All grades 5-8 students in St. Catharines, Ontario.

Methodology:

The standard /test/s used in 1933-38 and 1952-54 studies were administered by trained teachers to all grade 5-8 students in the 11 schools used in the earlier research. Age-grade distributions and the socioeconomic level of each school were calculated and compared to the earlier levels. The tests were set in control schools with similar /socioeconomic/ /characteristic/s. In a later phase, tests with a high level of inappropriateness to modern school objectives and language were replaced by self-made equivalents. Results from 10,000 tests were compared to earlier results with and without adjustment for the major variables of: socioeconomic factors; /age/-/grade level/s; school program and objectives; and /vocabulary/. Differences at subject level and in the major test subcomponents were analyzed and tabulated.

Findings:

1. Schools in lower socioeconomic areas produced lower scores.
2. The age-grade average of 1975 students was higher than that of students in the 1930's or 1950's.
3. The 1976 results showed a greater range of achievement within classes and from school to school.
4. Vocabulary changes made one test obsolete and influenced many items.
5. The Thorndike-McCall Test indicated a steady upward trend in /reading skill/s in grade 6 from the 1930's to 1970's.
6. Grade 8 students performed as well as earlier students in paragraph reading tests.
7. In vocabulary testing, the 1970s students showed an increased ability to generate vocabulary from definitions and a wider range of acceptable answers.
8. There was an unexplained drop in performance in grade 8 on /arithmetic/ /computation/ and /reasoning/ tests, even after adjustment.

Conclusions:

1. 1970's grade 8 students perform less well in arithmetic computation and reasoning tests than students in earlier years.
2. Grade 5 to 7 students on average outperform the earlier students in fundamental operations, but in some basic skill areas performance is below expectations.
3. All four major variables had important effects on students' scores, the most important being changes in school programs and objectives.
4. A greater diversity in student competency exists in 1970s due to: the reduction of standardized instruction; preparation for entrance examinations; changes in teacher supervision; the addition of new /curriculum/ components; and a greater variety of pedagogical procedures.
5. The kind and amount of supervisory assistance needed to improve performance in various school environments, particularly the lower socioeconomic, require investigation.

Special Features:

1. /Bibliography/ -- 134 items
2. School system changes 1933-38; 1952-54; 1975-76

Tests Included in Document:

/Dominion Arithmetic Test/ of Fundamental Operations, Grades 4 to 8, 1934 Edition, Form A; Self- made /Niagara Mathematics Test Series/ (Fundamental Operations) Grades 5 to 7, 1976; /Dominion Group Achievement/ Test, Part II, Arithmetic Computation, Grade 8, 1934 Edition, Forms A and B; self-made Niagara Mathematics Test Series, Arithmetic Computation, Grade 8, 1976; Dominion Group Achievement Test, Part II, Arithmetic Reasoning, Grade 8, 1934 Edition, Forms A and B; Niagara Mathematics Test Series Arithmetic Reasoning, Grade 8, 1976; /Thorndike-McCall Reading Scale/, 1920 Edition, Form 2; Vocabulary Test

(MEM)

Contracting Institution: /Ontario Institute for Studies/ in Education
Availability: MF - $2.00

FINAL REPORT (MINISTRY) **ON01103**

Beck, Clive; Sullivan, Edmund; Hersh, Richard; Bradley, Jane; McCoy, Norma; Pagliuso, Susan

-- **Moral Education Project : (Year 4).**

-- Toronto : /Ontario Institute for Studies/ in Education, 1977. -- 283 p. in various pagings. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/MORAL EDUCATION/. /Curriculum/ subjects. /School/s
/Program/s, /teaching aid/s, and /teaching method/s. /Attitude/s of /administrative/ /personnel/, /teacher/s and /teacher educator/s -- Study regions: /Ontario/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To determine the views of Ontario teachers and teacher educators about the nature of moral and values education (VE) and to determine what resources and services they need.

Sample:

11,115 Ontario teachers (T), 10,576 English-speaking and 539 French-speaking; 650 administrators (A); and 550 teacher educators (TE). Overall, 35% responded. Data collected March 1976.

Methodology:

A survey questionnaire was administered to Ts, As, and TEs. Results are tabulated.

Findings:

1. 92% of the overall sample agreed that VE should be taught by schools, as neither home nor church alone were sufficient.
2. All agreed that 2 important goals were: helping students to develop a lifestyle based on deep respect for others (97%) and helping individuals develop a full sense of social responsibility (96%); the T's role in this process was uncertain.
3. Ts and TEs felt that VE should be concerned with both reasoning and behaviour.
4. Most felt that VE should be a part of existing /course/s (81%); the majority did not see value issues as the central concept of subject areas but as a part of most subjects.
5. Only 21% thought VE courses were appropriate for very young children (K-3), but 62% thought they were appropriate for Ts-in-training.
6. Only 3% agreed that VE should not be undertaken by schools on the grounds of relativity of values; a consistent and strong affirmation of VE as a component of the Ontario educational system was given.
7. The respondents suggested over 200 different sources useful in VE, the most useful being: 'Values Clarification', mentioned 10 times more often than any other source; the D.U.S.O. Kit (Developing an Understanding of Self and Others) and other kits; religious sources; literature in general; films; and a theoretical background in psychology, moral education, and education in general.
8. The greatest concern of Ts was their role and the role of students' parents in VE; the concern of As was the implementation of VE in the schools; and the concern of TEs was to provide strategies and skills to help their students.

Conclusions:

1. Ts, As, and TEs view VE as the responsibility of the public education system and as a part of already existing programs and courses.
2. There is a need to develop curriculum formats, materials, and strategies that could be used either as an integral component of existing courses or as separate courses.
3. No single technique can be presented as the only approach to VE.
4. All VE models demand a particular set of conditions in classrooms as a prerequisite for VE.
5. A major task of Ts and TEs is to develop competence to create the conditions of risk taking in the classroom; students must be comfortable enough to speak out in the presence of their T and peers.
6. The problems of VE should be explained to the public so that support may be obtained and a collaborative effort begun.

Special Features:

1. /Bibliographies/ -- 26 items; 54 items
2. Annotated list of available /film/s for classroom use -- 75 items
3. /Literature review/
4. Bi-monthly reports of the project, September 1, 1975 to June 30, 1976.
5. 'Perspectives in Moral and Values Education: a /Handbook/ for Teachers and Teacher Educators.'

(TO)

Related Records: ON00044; ON00151; ON00172

Other System: ED 151 285

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PUBLISHED REPORT **ON01104**

Desjarlais, Lionel

-- **The Costs of Providing Instruction in French Language Instructional Units : In-Depth Study of Eight Areas Where There Exists a High Concentration of Francophones.**

-- Toronto : /Ontario Ministry of Education/, 1977. -- xxv, 265 p. (Ministry of Education, Ontario. Contractual Research)

SUBJECT

/FRENCH/ /LANGUAGE/ /SCHOOL/S
  /Program/s. /Cost/s
/FRENCH SPEAKING/ /STUDENT/S. Schools
  Programs. Costs. -- Study regions: /Kapuskasing/, /Ottawa/, /Prescott/, /Sudbury/, and /Russell County/

ABSTRACT

Type of Study:
Comparative

Sample:
8 /case studies/ of boards, including 4 Separate (SSB) and 4 Public Boards of Education (PBE) at both elementary and secondary levels in: the District of Sudbury, Prescott and Russell County (PRC), the District of Kapuskasing, and Ottawa, which encompass a major proportion of the Francophone (FP) student population of Ontario. Data collected 1975-76.

Methodology:
By means of interviews, letters, telephone conversations, and examination of financial data, an analysis was made of the costs of providing French language services to the total school population and for Anglophones (APs) and FPs separately. Two types of differential costs were studied and detailed for each board: actual costs on expenditures; and estimated costs for additional services and materials necessary to promote quality programs.

The report covers: costs required to maintain the present programming level; costs incurred when a board offers paraprofessional and consultant resources; analyses of the availability and costs of text books, library books, and learning materials; specialized /service/s that should be available to French language schools and the services provided by the regional office; and other costs such as remedial instruction, testing, start-up /grant/s, and sociocultural animation. The report concludes with a model for a level of service that would provide an 'ideal' program for FPs. Tables.

Findings:
1. For /elementary school/s, the Sudbury District School Board's and the Ottawa SSB's actual differential costs were greater than the funds they received for FPs.
2. The PRC SSB and Kapuskasing SSB could offer additional services to FP elementary students.
3. For /secondary school/s, the Ottawa PBE, PRC PBE, and the Kapuskasing PBE received more French language grants per FP than they actually spent.
4. An examination of the total expenditure cost per student indicated that the Kapuskasing PBE could offer 'ideal' services with its present revenue.

Conclusions:
1. All boards should be made accountable to the Ministry of Education for allocating the French Instruction Grants to the teaching of French as a first language.
2. Within an AP-FP situation, as the FP /enrolment/ decreases, the cost of instruction for FPs increases.
3. The determining factor having direct influence on the cost per FP seems to be the AP-FP ratio within the board's enrolment and not the total enrolment.
4. An FP costs more than an AP. Based on the findings for PRC, with an SSB FP enrolment of 98.6% and a PBE FP enrolment of 80%, in order to provide FPs with an adequate level of service within totally FP boards, a minimum of $78 per student is required at the elementary level, $180 at the secondary level.
5. In order to provide FPs with an 'ideal' level of service, the minimum amounts of $78 and $180 should be increased according to the FP-AP ratio within each board.
6. By calculating the cost of instruction by the preceding formula, the provision of an 'ideal' education for FPs within the province would generate the following differential costs: elementary level, $16,645,433; secondary level, $12,961,452; and total, $29,606,835

(TO)

Contracting Institution: /University of Ottawa/

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON01105**
Russell, H. Howard
-- **Organizational Development Effectiveness in Two Elementary Schools.**
-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 156 p. in various pagings. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/INSERVICE/ /EDUCATION/. /Teacher/s. /Elementary school/s
/Program/s: /Organizational development/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To measure the effect on teachers of a program designed to increase staff awareness of the responsibility each could carry for /leadership/ in school activities.

Sample:
The teachers and /principal/s of 2 elementary /separate school/s.

Methodology:
A course containing units on shared leadership, /perception/, /communication/, and /decision making/ was designed to teach the teachers and to show the implications for classroom work. It was introduced at a preliminary workshop session. Questionnaires were administered to all staff. Workshop sessions were held throughout the school year utilizing professional development days, 3 in one school and 5 in the other. The questionnaires were again administered to measure the effect of the program on the decision making process, as seen in staff meetings, and on the general climate of the school. Results are tabulated.

Findings:
1. The majority of the staff enjoyed the program.
2. The most enjoyable feature of the course presentation was /role playing/.
3. The staffs felt that more suggestions for practical applications of the course content were needed.
4. The staffs felt that no large change had taken place in the conduct of staff meetings or in interactions among staff members.
5. The scheduling of the meetings was considered to be unsatisfactory.

Conclusions:
No evidence was produced to support the hypothesis that the program would result in an improved climate or in improvements in the group processes in the schools.

Special Features:
Workshop materials

Tests Included in Document:
Self-made staff meeting, teachers' and principals' /questionnaire/s; self-made /observation schedule/

(MEM)

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT **ON01106**

Knights, Robert M.; Hardy, Madeline I.

-- A Child-Computer-Teacher Assessment and Remedial Program for Children with Poor Reading Skills : Phase I.

-- Ottawa : /Carleton University/, Dept. of Psychology, 1976. -- 35 p. in various pagings. (- - Research bulletin ; 14) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/COMPUTER/S. /Elementary school/s
  Applications in development of /individualized/ /remedial/ /reading/ /program/s
  Applications in /test/ing /reading skill/s of /student/s -- Study regions: /Ottawa/

ABSTRACT

Type of Study:
Comparative; Pilot

Purpose:
To develop a computer program to administer tests and output a performance summary and a prescription of remedial materials; to develop and adapt tests of basic reading skills for computer administration; and to collect and categorize remedial /teaching aid/s.

Sample:
I: 22 teacher-student pairs at 2 Ottawa schools, one a traditional school with students from a range of socioeconomic backgrounds, the other an open school with mainly middle class students. II: 12 students in each of 3 age groups in grades 1, 2, and 3. Data collected 1975-76.

Methodology:
A computer program was developed to administer and record responses to 5 tests selected to measure visual segmentation, /aural/ /blending/, /grapheme/-/phoneme/ production, word attack and /decoding/ of sight words. Work on the program's capability to summarize responses and to ouput both a diagnosis and appropriate remedial material is continuing. Automated tests were administered to sample I teachers and students; teachers completed a rating scale before and after testing. Sample II students were administered automated and manual versions of the tests; scores for 6 good and 6 poor readers, identified by Gates-MacGinitie scores and matched for /sex/ and /age/, were compared. Analyses of variance were performed. Tables and a graph show mean percent correct and standard deviations.

Findings:
1. There were few differences between Sample I schools in reactions to the procedure, although in the open school teachers were more excited by the prospects and students showed more sophistication with the equipment.
2. Sample I teachers felt they got to know the student better during the session even without summarized output; there was a mean change of 5 points on total ratings between the pre- and posttests.
3. There was an acceptable degree of reliability for most of the tests; scores on manual and automated versions were not significantly different.
4. All subtests successfully differentiated between grade levels and between good and poor readers overall and at each grade level.

Conclusions:
The use of a computer terminal for assessing basic reading skills is a feasible procedure for both teachers and students with reading problems.

Special Features:
1. /Bibliography/ -- 24 items
2. /Literature review/ on computer assisted assessment of children and the nature of basic reading skills

Tests Used in Research but not Included in Document:
/Gates-MacGinitie Reading Test/s; London Board of Education Tests for Visual Segmentation, auditory blending, grapheme-phoneme production, word attack and decoding of sight words

(GC)

Contracting Institution: Carleton University

Availability: MF - available on loan only from regional offices and Ministry of Education Library

FINAL REPORT (MINISTRY) **ON01107**

Wong, Paul T.P.

-- **Developing Productive Persistence in Conceptual Problem Solving : The Constructive Role of Failure in the Teaching-Learning Process.**

-- Peterborough /Trent University/, Dept. of Psychology, 1976. -- 53 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/FAILURE/. /Student/s. Schools
Role in /learning process/es -- Study regions: /Peterborough/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To develop a teaching strategy that maximizes the constructive role of failure in the teaching- learning process.

Sample:

I - 159 volunteer students from /grade 1/, 3, 6, and 9 from 3 schools. II - 26 /grade 6/, 28 /grade 9/, and 25 /grade 12/ students. III - 80 /grade 3/ students. IV - 40 /grade 4/ students. V - 17 grade 3 males. VI - 60 grade 3 students. All students were from Peterborough schools. Data collected 1976.

Methodology:

I - An instrument assessing the process and product of /concept formation/, Wong's Blocks (WBs), was administered in order to test its validity and its appropriateness for different grades. Tasks included reproducing patterns, discriminating between patterns, and figuring out the abstract rule making patterns similar (AP). II - WBs, with procedural revisions, were administered to higher grade students. AP test-retest reliability was determined and its validity was explored through the concurrent administration of Raven's Matrices and the Primary Mental Ability (PMA) test of reasoning.

III - To assess the effect of 2 /teaching method/s on concept learning and persistence, WBs were administered. In the strategy teaching condition (ST), students learned the strategy through guidance and practice. In the demonstration condition (D), the strategy was shown, minimizing student failure. IV - To determine whether ST produced more persistence with or without error responding, a shaping procedure was used to prevent one group from answering in error and to ensure that the other group would answer so.

V - ST and D were assessed in reading remediation with poor readers assigned to the 2 conditions matched on the basis of Gates-MacGinitie (GM) reading scores. Wong's Attributions About Reading Scale (WARS) was administered before and after remedial sessions. GM after the sessions. VI - To test its validity and to find how good and poor readers differed as measured by it, WARS was administered along with GM and Crandall's Intellectual Achievement Responsibility. Tables; graphs.

Findings:

1. In I, the task was too difficult for grade 1 and ambiguous for higher grades. There were /age/ related differences in pattern recognition and discrimination, and a grade effect on the latter. For AP, /female/s were superior up to grade 6, then showed a performance inversion in grades 6 and 9. /male/s showed an orderly developmental trend.
2. In II: AP reliability coefficients were significant at all grades; correlations between AP, Matrices and PMA were significant; and AP performance, as in I, was a monotonic increasing function of age.
3. In III, students made fewer errors and persisted longer when feedback took the form of ST and self-correction.
4. In IV, ST with error responding produced more persistance.
5. In V: both groups showed insignificant improvements in reading. STs set lower goals and tended to overachieve while Ds set unrealistically high goals which they failed to achieve; and WARS posttest scores showed STs to be more likely to attribute their success or failure to their own effort rather than to luck, the reading material, or ability.
6. In VI, WARS received predictive and concurrent validity. High achievers tended to assign self-responsibility for failure, rather than blame external factors.

Conclusions:

1. The most desirable type of feedback when failure occurs is ST which can be readily incorporated in programmed learning and remediation.
2. Occasional failure followed by success is more desirable than the absence of failure.
3. /Remedial/ /teaching/ should emphasize problem solving skills in self-correction, leading to greater academic effort and self-reliance and the likelihood of future success.

Special Features:

/Bibliography/ -- 93 items

Tests Included in Document:
Self-made Attribution /Questionnaire/; /Crandalls Intellectual Achieve/ment Responsibility Questionnaire; /Wong's Attribution About Read/ing Scale.

Tests Used in Research but not Included in Document:
/Gates-MacGinitie Reading Test/s; Raven's /Progressive Matrices/ Test (1960); /Thurston's Primary Mental Ability Test/

(MEM)

Contracting Institution: Trent University

Availability: MF - $1.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON01108**

Even, Alexander

-- **Changes in Academic Achievement Patterns in Grade 12 Chemistry, 1964-72.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- xiii, 170 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/CHEMISTRY/. /Curriculum/ subjects. /Grade 12/
/Academic achievement/ of /student/s -- Study regions: /Ontario/

ABSTRACT

Type of Study:

Longitudinal; Comparative

Sample:

2,658 grade 12 chemistry students in 34 secondary schools self-selected from 100 randomly selected schools; 2,431 students wrote all 3 tests. An equating sample was composed of 11 randomly selected schools wherein 379 and 362 grade 12 students wrote verbal and mathematical aptitude tests. Data collected May 1972.

Methodology:

Students were administered: a revised edition of the Ontario Test of Achievement in Chemistry (OTAC-2), based on Bloom's hierarchy of cognitive skills; the School and College Ability Test (SCAT II); an Inventory of Choices (IOC) measuring attitudinal orientation; and a questionnaire on immediate and future plans, favourite subject and background in chemistry. 1972 results were equated with data from tests administered in 1964 (OTAC-1, Scholastic Aptitude Test (SATO), and IOC) by the Rasch method. Residual scores were calculated, arranged in frequency distributions, normalized, standardized and expressed as T scores. Subtest scores were stabilized. Scores were analyzed by Haggard's method of profile or pattern analysis, an adaptation of 2-way analysis of variance. Pattern comparisons were made for the total sample and subgroups in terms of the 4 evaluation instruments and their components. Tables, graphs.

Findings:

1. 1972 /ability/ scores were substantially lower (2.4 equivalent score points); all subtests of the achievement scores showed a substantial decline, 60% of which was not attributable to the lower aptitude scores. In 1972 there were 15% more /underachiever/s and 11% fewer /overachiever/s than in 1964.
2. From 1964 to 1972, the greatest decline was in the knowledge subtest, the least was in /comprehension/; the decline in application and analysis was similar to the substantial overall decline of almost one-half standard deviation.
3. The most proficient cognitive skill was application in 1967, comprehension in 1972, a lower level of the cognitive hierarchy.
4. About 30% of the 1972 sample had achievement patterns which indicated that performance in the 3 higher cognitive levels was tied to the lowest level, the ability to recall factual knowledge, a relationship not evident in 1964.
5. Normal 1972 achievers had congruent patterns of achievement for the 3 higher cognitive levels; subgroups of under and over achievers and students of specific /attitude/s had congruent, similarly shaped patterns at slightly different levels. 1964 corresponding groups were characterized by distinctive individualized patterns.
6. 1972 scores were concentrated in a more restricted range, except for the lowest cognitive level scores which showed more deviation than in 1964.
7. In 1972 9% more students intended to complete grade 13 and attend university; 1.5% more intended to leave school before completing grade 12; fewer intended to enter further job training or the work force; 28% fewer students were repeating chemistry; and /natural science/ had become the favourite subject instead of /mathematics/.

Conclusions:

1. The modern chemistry program is inappropriate as it does not achieve its goals and is unsuited to the needs and orientation of today's students.
2. There is a movement towards uniformity of achievement and social and non-deliberative aptitudes, with fewer students interested in natural science, analytic pursuits and /reasoning/ activities and more students interested in /peer/ /activity/.
3. Although the subtests were relatively more difficult in 1972, the declines in achievement were real, not artifacts of the test situation or the result of a decline in aptitude.

Special Features:

1. /Bibliography/ -- 84 items
2. /Literature review/ and /research review/

Tests Used in Research but not Included in Document:

Ontario Test of Achievement in Chemistry, First and Second Editions; /Scholastic Aptitude Test/ (Ontario Edition); /Inventory of Choices/; /School and College Ability/ Test, Series 11, Form 1A

(CL)

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON01109**

Wahlstrom, Merlin W.; Raphael, D.; Jones, L.; Weinstein, E.

-- **Assessment of Student Achievement : Evaluation of Student Achievement at the Intermediate Level.**

-- Toronto : /Ontario Institute for Studies/ in Education, 1977. -- ii, 150 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/ACHIEVEMENT/. /Student/s. /Grades 7-8/
/Evaluation/ /method/s
/Standardized/ /test/s
/Report/s -- Study regions: /Ontario/ -- Comparisons by academic and non-academic skills

ABSTRACT

Type of Study:

Descriptive

Purpose

To assemble data describing the student evaluation and assessment procedures of /principal/s and /teacher/s at the intermediate level (IL), grades 7 and 8, in Ontario

Sample:

165 principals; 134 (81%) responded. 330 teachers divided across the subject areas of English, mathematics, science, languages, history, home economics or shop, arts, and physical education; 225 (68%) responded.

Methodology:

Separate questionnaires were administered to teachers (T) and principals (P) eliciting data on: ongoing assessment procedures, the use of published tests, communicating achievement to parents, and training for assessment. Tables.

Findings

1. Differences in assessment procedures were evident between academic skill (A) and non- academic skill (NA) areas. A teachers consistently used greater formal assessment including standardized and self-made tests; NA teachers experienced a greater number of problems in assessment.
2. Both Ts and Ps found the use of published tests valuable and useful and wished more were available. When instruments were available for a specific subject (i.e. English or mathematics), Ts reported the most positive attitudes toward these measures
3. There was a distinction between A and NA teachers' practices in communicating achievement. As relied on formal tests and assignments in addition to observation. NAs downgraded these and relied on /observation/ and projects as well as /skill/s, concepts and work habits.
4. There was a greater emphasis placed by all Ts on student achievement relative to /ability/ than on achievement relative to the class.
5. There was quite a bit of dissatisfaction with the /Ontario School Record/ (OSR); many Ts and Ps preferred the earlier edition of the form.
6. Most Ts reported having had one course in assessment procedures either at teachers college or a Faculty of Education, although 1 in 5 reported no such training

Conclusions

1. Findings suggest a real need for further training and information for Ts on assessment and evaluation, with Ts mainly responsible for assessing student progress
2. There is a need to train NA skill Ts in developing ways of assessing student achievement.
3. The positive attitude of Ps and Ts towards published tests suggests some degree of standardized evaluation is valuable at the IL.
4. Practices and procedures at the IL are similar to those at the elementary level and suggest that grades 7 and 8 are an extension of the earlier level.
5. There is a need to formalize the /interview/ format for communicating achievement to parents.

Special Features:

1. /Literature review/ -- p. 13-26
2. /Bibliography/ -- 43 items

Tests Used in Research but not Included in Document

Self-made /questionnaire/

(TO)

Related Records ON00666

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $1.50; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS **ON01110**

Brison, David W.

-- The Effects of Teachers' Strikes on Secondary School Students in Ontario. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STRIKE/S /Secondary school/s. Ontario

By /teacher/s. Effects on /academic achievement/, /dropout/ rate and /postsecondary/ education of /student/s -- Study regions: /Metropolitan Toronto/, /Ottawa/, /Thunder Bay/ and /Windsor/

ANNOTATION

The purpose of this study is to determine what impact a strike has on retention and student flow and on student levels of achievement in basic subject disciplines. The researchers will investigate the perceptions of students, parents, teachers, administrators, and trustees on the impact of strikes on students, and consider the effects of strikes on those students entering university and other postsecondary institutions. A sample of students affected by strikes in Metropolitan Toronto, Windsor, Ottawa, and Thunder Bay will be studied.

Notes:

Subject section in Research Manual: Administration and Management

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability Research in progress. No documents available at present

IN PROGRESS **ON01111**

Brophy, Beverley

-- Executive Work : Characteristics and Content - A Study of Chief Executive Officers Employed by Ontario School Boards. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/CHIEF ADMINISTRATOR/S. /Boards of education/. /Ontario/
/Role/ and functions

ANNOTATION

This study's immediate objective is the delineation of Chief Executive Officers' work characteristics and content. From collected data, salient CEO roles will be defined by an inductive process, while special attention will focus upon the manner to which particular aspects of these roles are performed.

It is anticipated that data described from the study will provide an empirical basis for decisions pertaining to professional administrative training, as well as administrator selection and placement. It will suggest means whereby administrative skills may be upgraded. Moreover, by identifying routines and work regularities, it will indicate areas in which information systems and work programming can be utilized for the purpose of freeing executive talent to concentrate in areas where leadership expertise is imperative.

Notes:
Subject section in Research Manual: Administration and Management

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01112**

Churchill, Stacy

-- The Costs of Providing Instruction in French to Students Enrolled in French-language Instructional Units. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/FRENCH SPEAKING/ /STUDENT/S. /Elementary school/s and /secondary school/s. /Ontario/
/Program/s. /Cost/s
/FRENCH/ /LANGUAGE/ /SCHOOL/S. Elementary and secondary schools. Ontario
Costs

ANNOTATION

This report examines the following factors (a) the minimum support and specialized services that should be available to small and to medium enrolment Francophone populations at both the elementary and secondary levels in both homogeneous and mixed situations; (b) the resources and the associated costs to a school board which institutes a program under Part XI of The Education Act, 1974; (c) the costs associated to a school board with maintaining the present programming level.

A model for a level of service which would provide a 'quality' education program for Francophones in these schools, and the costs associated with the model, will be developed.

Notes:
Subject section in Research Manual: Administration and Management

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01114**

Holland, J.W.

-- An Assessment of Manpower Needs for the Teaching of French to English-speaking Pupils in the Ontario Public School System at the Elementary Level. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/TEACHER/S. /French/ /language/ /Elementary school/s. /Ontario/
/Characteristic/s, /supply/, and /demand/

ANNOTATION

This study is concerned primarily with the assessment of manpower needs (instructional staff as well as consultative help) for the teaching of French to English-speaking students in the Ontario school system. Some of the objectives include:

The study of the characteristics of teachers currently engaged in the teaching of French to English-speaking students at the elementary level and a comparison with the total population of teachers on some selected variables;

The identification of sources of teacher supply for the teaching of French to English-speaking students and the trend in their relative contributions to the pool of these teachers;

The identification and prediction of the demand for teachers of French created by expansion of French schools, introduction of a variety of French programs in English schools and increasing enrolments in French programs;

The study of the replacement demand caused by loss of teachers to other subject areas and-or other professions;

The study of trends in the rates of retention and attrition of teachers over the past ten years and a comparison of these with similar statistics of teachers certified to teach at the elementary level.

Notes:

Subject section in Research Manual: Administration and Management

Contracting Institution. /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS ON01115

MacNab, Grace L.

-- A Costing Model for Programs in French as a Second Language. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/FRENCH/ /LANGUAGE/. /Curriculum/ subjects. /Elementary school/s and /secondary school/s
/Program/s. /Cost/s

ANNOTATION

This study was established with the following objectives: 1. To examine the resource utilization and the associated costs of student programs which include the teaching of French as a second language at both the elementary and secondary school levels. 2. To develop an integrated model of costable resources. 3. To display the costs of existing French programs, the comparative costs among program variations, and the influences which organizational and paedagogical features have on costs.

Notes:

Subject section in Research Manual: Administration and Management

Contracting Institution: /Ottawa Board of Education/

Availability: Research in progress. No documents available at present

FINAL REPORT (MINISTRY) ON01116

Moore, Eric G.

-- **The Prissa System : Population Dynamics, Information Systems and Educational Planning at the Local Level.**

-- Kingston : /Queen's University/, Dept. of Geography, 1978. -- 96 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research)

SUBJECT

/DEMOGRAPHY/

/Information system/s /PRISSA/ -- For /educational/ /planning/

ABSTRACT

Type of Study:

Descriptive; Methodological Pilot

Purpose:

To develop improved methods for analysing demographic change at the neighborhood level in the context of educational planning.

Methodology

A demographic analysis system was designed using Provincial Assessment Files (PAF), Statistics Canada's Area Master File and school records. The report describes the characteristics of a data base for monitoring small area demographic changes, data sources, data base creation, hardware selection, the development of a query language, the manipulation of query outputs in a forecasting mode and the graphic display of output.

Also described is the software developed in the context of a pilot application of the system in Kingston. The calculation of school multipliers, interactive planning, monitoring change and other applications of the system are presented. The prerequisites for making the system operational are discussed. Tables; chloropleth maps.

Conclusions.

1 A local geocoded demographic /data base/ using PAF can be developed at modest /cost/ to school boards (less than $0.50 per household)

2 The system is particularly appropriate for analysing /school closing/ and /school district/ redefinition problems in a situation of /declining/ /enrolment/s.

3. Access to the data base using a plain language query system is appropriate to a wide-range of decision-making problems in educational planning.

4 User reaction has been favourable in education and the related planning areas of housing, health and programs for the elderly.

5. The interactive query system /software/ is easily learnt by those with no computer background; effective operation can be achieved in one day

6. The basic machine, a PDP-11/V03, is well-supported, robust, requires little other than routine maintenance and is of low-cost, the central processor and peripherals costing about $25,000

7. System technology is compatible with the current state of the art. It is modular and can be upgraded as technology advances.

8. The floppy disk storage medium has strong advantages for low-cost archiving, efficient data file back-up and maintenance of file security

9 Primary data-base construction should be supervised by a central agency, with local boards responsible for editing, updating and merging of other local planning-related files.

10 The system does not require resident programming or system analytic skills. Software maintenance requires minimal interaction with a source agency

11 The PRISSA System provides a viable low-cost tool for demographic analysis and for more general data organization, retrieval and display in local school boards.

12 The PRISSA System's /cost effectiveness/ would be enhanced if it were regarded as a multiple agency tool at the local level

13 Continued access to assessment data is critical to the long-run effectiveness of the system; appropriate arrangements should be negotiated

14 The system should be placed in an operational environment to assess the impact of an interactive system on a planning department's internal organization

15 The Commission on Declining Enrolment (/CODE/) should encourage local boards to adopt the system to monitor changes in local populations and to evaluate alternative planning responses.

Special Features

1. /Bibliography/ 11 items

2 /Literature review

3 Design of an interactive /computer/ system, documentation includes technical materials on design and use.

(AUT)

Contracting Institution: Queen's University

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS ON01117

Partlow, Hugh R.

– Patterns of Teacher Mobility in Ontario. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/TEACHER/S. Schools
  /Employment/. /Opportunities/
  /Mobility/
  /Attitude/s related to mobility -- Study regions: /Ontario/

ANNOTATION

This study will provide data on the following questions: 1. What mobility exists within and between school boards? 2. What mobility will be due to promotions within and outside school boards? 3. What are the numbers, characteristics of, and reasons for those leaving the profession? 4. What are the numbers, characteristics of, and reasons for those returning to the profession? 5. What are the career prospects for teachers entering the profession? 6. How does reduced teacher mobility affect teacher attitudes? 7. How adequately are school boards providing for a satisfying self-renewal process? 8. What should teaching aspirants be told about the profession?

Notes:
Subject section in Research Manual: Administration and Management

Contracting Institution: /Educational Consultants/ of Canada

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01118**

Swain, Merrill

-- The Evaluation of Bilingual Education Programs in Ontario. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/IMMERSION/ /PROGRAM/S. /French/ /language/. /Elementary school/s and /secondary school/s /Evaluation/

ANNOTATION

Three basic patterns of bilingual education programs initiated in Ontario for English-speaking students are: total French immersion and partial French immersion at the elementary level and partial French immersion at the secondary level.

This project, a continuation of previous studies funded through Grants-in-Aid, proposes to evaluate the programs and their curriculum material. As well, a major aim has been to follow the students as they progress through the school system; these /longitudinal/ studies are included in the present project.

The results of the evaluations will permit educators to make informed judgements as to the kind of program best suited to their **selected goals**. The /curriculum/ evaluation will assist curriculum planners and developers in selecting materials for these programs and in deciding where resources should be concentrated.

Notes:

Subject section in Research Manual: Measurement and Evaluation

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

503

IN PROGRESS **ON01119**

Talesnick, Irwin

– Laboratory Evaluation for Students in Grade 12 Chemistry. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/LABORATORY TECHNIQUE/S. /Chemistry/. /Grade 12/
/Test/s

ANNOTATION

This project is designed to produce materials that will be of use to teachers of secondary school chemistry in the evaluation of their students and their chemistry programs, particularly in the area of laboratory skills. The second tangible product will be data related to the success of students (in the trial schools) on the laboratory component of a testing program. The third tangible product will be the design of a 'mini conference' which can be used to train teachers in the use of the test materials.

After the completion of the project, all the materials produced may be made available to teachers throughout Ontario.

Notes:
Subject section in Research Manual: Measurement and Evaluation

Contracting Institution: /Queen's University/

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01120**

Wahlstrom, Merlin W.

-- An Analysis of Teacher Beliefs In Relation to Procedures for Assessing Student Achievement. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/EVALUATION/ /METHOD/S /Academic achievement/ /Student/s. Schools
/Attitude/s of /teacher/s related to classroom practices and /Ontario Ministry of Education/ /curriculum/ /guideline/s

ANNOTATION

The primary purpose of this study is to determine what beliefs and their magnitude are held by teachers with respect to assessment of student achievement how these beliefs are related to classroom practice and the agreement between teachers' beliefs and the principles stated or implied in provincial guidelines and courses of study. An empirical approach using a) student and teacher questionnaires. b) content analysis of guidelines, courses of study, other policy statements, and evaluation instruments, and c) interview information followed by statistical procedures will be formulated.

An associated outcome from this project will be an extensive description of how guidelines are perceived and interpreted, what evaluation strategies and techniques are used to assess student achievement, and what policy and practice are deemed appropriate by teachers and project staff for use in the subjects under investigation in this study.

Results from this study will have implications for the development and revision of guidelines and courses of study, as well as for teacher preparation institutions and inservice programs. The study will also include a review of previous studies.

Notes:
Subject section in Research Manual: Measurement and Evaluation

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01121**

Wahlstrom, Merlin W.

-- **Relating Assessment of Student Achievement to Curriculum Policy in 'The Formative Years'. (Ministry of Education, Ontario. Grants in Aid of Educational Research).**

SUBJECT

/EVALUATION/ /METHOD/S. /Academic achievement/. /Student/s. /Primary grade/s and /junior grade/s related to /Ontario Ministry of Education/ /curriculum/ /guideline/s

ANNOTATION

The project proposed is one of integrating and extending previous and current research work of the principal investigator in such a manner as to produce a useful set of procedures, techniques and instrumentation that has direct application at the primary-junior level in Ontario schools.

The primary concern in this study is to focus upon individual objectives suggested in the guidelines and then to work cooperatively with a small group of teachers to document examples of desirable practice to recommend to others. Such a procedure should lead to a deeper understanding of guidelines, assessment procedures and use of evaluation results for review, revision, reporting and even accountability.

Notes:
Subject section in Research Manual: Measurement and Evaluation

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

506

IN PROGRESS ON01122

Friedman, Ronald; Miezitis, Solveiga

-- Development and Evaluation of School-Based Assessment and Treatment Approaches for Depressed Children. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/DEPRESSION/ /Student/s. /Elementary school/s
/Diagnostic/ /test/s and treatment /Cognitive/ /self modeling/ and /role playing/

ANNOTATION

The first stage of this study dealt with the developing of procedures, including a diagnostic test battery, to detect depression in pre adolescent children and with developing programs, based on the researchers' theory of disorder, for the treatment of depressed children.

In this second phase, the goal is to construct a valid and reliable short form of the present battery. To complement the work, a further study of school-based treatment approaches is planned. Three studies outlined are: 1) an assessment of the therapeutic effects of both role- playing and cognitive restructuring, 2) an examination of teacher-mediated intervention, and 3) a pilot study of competency training.

Notes:
Subject section in Research Manual: Psychology

Related Records: ON01113

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01123**

Grapko, Michael F.

-- The Relation of Teacher Expectancy and Pupil Self-assessment to Pupil Performance. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/STUDENT/S. Schools

/Academic achievement/, /anxiety/ /motivation/. and /self esteem/ related to /self evaluation/ and /teacher/ /expectation/

ANNOTATION

This study examines the relation of teacher expectancy and pupil self-assessment to pupils' academic achievement, anxiety level motivation for school and self-esteem The design includes an inter-group comparison among four categories of pupils arranged according to high and low teacher expectancy measures in relation to high and low pupil self-assessment scores.

Notes

Subject section in Research Manual Psychology

Contracting Institution /University of Toronto/

Availability Research in progress. No documents available at present

IN PROGRESS ON01122

Friedman, Ronald; Miezitis, Solveiga

-- **Development and Evaluation of School-Based Assessment and Treatment Approaches for Depressed Children. (Ministry of Education, Ontario. Grants in Aid of Educational Research).**

SUBJECT

/DEPRESSION/ /Student/s. /Elementary school/s
/Diagnostic/ /test/s and treatment /Cognitive/ /self modeling/ and /role playing/

ANNOTATION

The first stage of this study dealt with the developing of procedures, including a diagnostic test battery, to detect depression in pre adolescent children and with developing programs, based on the researchers' theory of disorder, for the treatment of depressed children.

In this second phase, the goal is to construct a valid and reliable short form of the present battery. To complement the work, a further study of school-based treatment approaches is planned. Three studies outlined are: 1) an assessment of the therapeutic effects of both role- playing and cognitive restructuring, 2) an examination of teacher-mediated intervention, and 3) a pilot study of competency training.

Notes:

Subject section in Research Manual: Psychology

Related Records: ON01113

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01123**

Grapko, Michael F.

-- The Relation of Teacher Expectancy and Pupil Self-assessment to Pupil Performance. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/STUDENT/S. Schools

/Academic achievement/, /anxiety/ /motivation/, and /self esteem/ related to /self evaluation/ and /teacher/ /expectation/

ANNOTATION

This study examines the relation of teacher expectancy and pupil self-assessment to pupils' academic achievement, anxiety level motivation for school and self-esteem The design includes an inter-group comparison among four categories of pupils arranged according to high and low teacher expectancy measures in relation to high and low pupil self-assessment scores.

Notes

Subject section in Research Manual Psychology

Contracting Institution /University of Toronto/

Availability Research in progress. No documents available at present

IN PROGRESS ON01124
Morrison, Frances E
-- A Study of the Educational, Emotional, and Social Development of Children Who Have Spent 6 Years in a Kindergarten-Entry French Immersion Program (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/STUDENT/S. /Immersion/ /program/s. /French/ /language/ /Elementary school/s
/Academic achievement/, /emotional/ /development/ and /social/ development

ANNOTATION

The objective of this study is to assess the educational, emotional, and social development of children who have spent 6 years in a kindergarten-entry French immersion program. The study is a continuation of a longitudinal study of children who have been in French immersion and regular English-language programs for 6 years with emphasis on some groups of children who have been exposed to French immersion programs and who are either below expected grade level or have dropped out of the French immersion program.

Notes:
Subject section in Research Manual: Psychology

Contracting Institution: /Ottawa Board of Education/

Availability: Research in progress. No documents available at present

Trites, R.L.

-- **Learning Disabilities Found in Association with French Immersion Programming : Phase III. (Ministry of Education, Ontario. Contractual Research).**

SUBJECT

/IMMERSION/ /PROGRAM/S /French/ /language/ /Primary grade/s
/Student/s /Screening/ for /admission/
Effects on /academic achievement/ of students

ANNOTATION

The purpose of this research is to provide the following information: 1. What happens to students who are left in French Immersion programs in spite of having difficulty in general achievement with special reference to /English/ language vocabulary? 2. What happens to the progress of students who have been switched to an English program from a French Immersion program? 3. How efficient are the battery of tests and questionnaire data as screening devices for primary French Immersion and-or as guidelines for parents and teachers in making decisions about enrolment in French Immersion? 4. How effectively did the data predict /progress/ for the students completing French Immersion Kindergarten and French Immersion Grade 1? 5. Can the test information gathered during previous studies be used to develop a test battery for possible screening of students at the /kindergarten/ level for French Immersion programs?

In addition, the researcher will develop the results into specific reports for teachers, principals, school psychologists, and others. The reports shall use as models the support documents produced for PIJI. A committee of practising teachers (to be appointed) shall work with the researchers.

Notes:
Subject section in Research Manual: Psychology .

Contracting Institution: /University of Ottawa/ .

Availability: Research in progress. No documents available at present

PUBLISHED REPORT ON01126

Adams, Michael J.; Hagarty, Linda; Hagarty, Stephen

-- An Experiment in Progress and Process : An Evaluation of the Coordinated Planning Model of the Children's Services Committee, North York Inter-Agency Council.

-- Toronto : /Ontario Ministry of Education/, 1978. -- xiv, 164 p. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/CHILDREN/

/Community/ /service/s. /Coordination/. Applications of /Children's Services/ Committee, /North York Inter-Agency Council/ /planning/ /model/ -- Study regions: /North York/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To assess the Children's Services Committee (CSC) planning model's potential for achieving coordination in planning, funding, delivery, and evaluation of cross-sectional services to children and youths within a given geographical area.

Methodology:

Data were collected from: CSC records and minutes; 55 monitored meetings; 38 member-agency profiles; 38 interviews with CSC members; 17 interviews with non-members; literature and conferences on coordination; and demographic information on North York. Analysis was made of: structural and procedural components, including objectives, assignment of responsibility, clear and agreed-upon mandates, communication and information feedback, and evaluation results; and of the role behaviour of member agencies and changes in the service delivery system. Maps, tables, graphs and charts are included. Data collected 1976-77.

Findings:

1. Achievements in 1976-77 were: clearer specification of goals, objectives and role assignments; advance setting of target dates; clearer delineation of terms for executive offices; more detailed definition of nomination and election procedures; and formulation of methodologies for needs assessment as a basis for planning and priority scaling.
2. The North York context of rapid demographic change provided an impetus for approval of the coordination plan.
3. Weaknesses included: loose collaborative agreements; insufficiently worked out formulations of policy and procedure; lack of trust in the decision-making process; lack of new member orientation policy; and duplication and inconsistencies in program philosophies in the subcommittee structure.
4. Opinions on service delivery, including accessibility, continuation and duplication, were mixed.
5. Problems were incurred due to lack of consistent government support.
6. Concern was expressed about dominance by a single member agency and a lack of representation of key agencies.
7. The development of a shared information system promised progress in the coordination of agency core service.

Conclusions:

1. Structural and procedural improvements are due to new staffing arrangements.
2. The model has the potential of being a worthwhile experiment in joint planning.
3. 28 recommendations in the areas of structure, process, outcomes, and government funding and endorsation are, in most instances, imperative for the survival of the experiment.

Special Features:

1. Description of the origins, history, and context of the model
2. Description of the structure and process of CSC and of subcommittee programs
3. /Annotated bibliography/ -- 79 items

Tests Included in Document:

Self-made member /questionnaire/

(MEM)

Contracting Institution: /Environics Research Group/

Availability: MF - $1.50 ; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS **ON01127**

Rothwell, Helene

-- A Selective Classified Annotated Catalogue of Canadian Nonprint Materials for Educational Purposes. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/CANADIAN/ /AUDIOVISUAL AID/S
For /libraries/ and schools -- /Annotated bibliographies/

ANNOTATION

The catalogue will help to improve the quality of library collections and thereby prove to be of immeasurable benefit to the users. It will also eliminate waste of public money spent annually on the indiscriminate purchasing of inferior learning materials.

Notes

Subject section in Research Manual Services

Contracting Institution /University of Toronto/

Availability: Research in progress. No documents available at present

FINAL REPORT (MINISTRY) **ON01128**

Cooper, Martin; Brûlé, Gerald; Dupont, Francois X.

-- **The Assessment of Student Teacher Performance.**

-- Ottawa /University of Ottawa/, Faculty of Education, 1977. -- iii, 48 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/STUDENT TEACHER/S. /Secondary school/s
  /Practice teaching/. /Evaluation/ by /student/s, associate /teacher/s and supervising teachers -- Study examples:
    /Grades 11-13/
Practice teaching. Evaluation. /Instrument/s

ABSTRACT

Type of Study:

Comparative; Methodological

Purpose

To develop and validate questionnaires with which French speaking students and supervising professors could rate student teachers' performance during practice teaching; to estimate relationships between students', professors' and associate teachers' ratings; and to investigate the components of good teaching among student teachers.

Sample

905 students in grades 11-13 at 6 schools. 44 associate teachers; supervising professors of 44 student teachers (French speaking B.Ed. students at University of Ottawa). Data collected November 1976-February 1977.

Methodology

Rating instruments were developed, tested and modified. The revised questionnaires were administered to students, professors and associate teachers during the third or fourth practice teaching fortnight and the results were compared. Correlation coefficients were calculated; factor analysis was done. Coefficients are tabulated.

Conclusions

1. When rating practice teaching, students tend to rate globally, whereas professors tend to be more analytic.
2. Although students and professors tend to agree on overall practice teaching performance, they tend to disagree about the performance of specific skills.
3. The developed instruments may be used in the assessment of overall practice teaching performance.

Tests Included in Document

Self made experimental and modified rating forms for students, professors and associate teachers

(AUT)

Availability: MF not available at time of printing. HC: available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

IN PROGRESS **ON01129**

Effrat, Andrew

-- Equivalent Education Status of Immigrants. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/EDUCATION/
Study regions /Argentina/, /Brazil/, /Chile/, /Czechoslovakia/, /Egypt/, /Guyana/, /Jordan/, /Lebanon/, /Phillipines/ and /U.S.S.R./
/ACADEMIC ACHIEVEMENT/ /Immigrant/ /student/s. Schools related to /educational/ /background/ -- Study regions: /Ottawa/

ANNOTATION

The major objective of this research is: 1 The compilation of information for the Phillipines, Russia, Czechoslovakia, Egypt, Lebanon, Jordan, Chile, Guyana, Argentina, Brazil, and Venezuela regarding details of educational systems including such items as the number of years required to obtain various certificates, length of school year, usual classroom hours, usual passing grade, wastage rate, usual method of instruction, quality of teaching staff, quality of facilities, portability of qualifications, equivalencies granted by other agencies, criteria for recognition by state, subsequent performance of students in Ontario's education system. 2. The assessment of evaluation criteria currently used by the Ministry. 3. The development of a model that will be useful for updating the information.

Notes:
Subject section in Research Manual: Teacher Education

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01130**

Hey, McKenzie Herbert

-- A Proposal to Research and Develop Technical Proficiency Examinations. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/STUDENT TEACHER/S. /Technical education/ /program/s. /Secondary school/s
/Technical/ /skill/s. /Test/s

ANNOTATION

This study proposes to develop appropriate standardized technical proficiency examinations for faculties of education.

Three basic subject areas are: (a) /drafting/, (2) /electricity/, and (3) machine /shop/ practice. For each area sufficient test items, both theoretical and practical, will be developed to produce alternative forms of each examination. The preliminary tests will be computer scored to determine the level of discrimination of each test item.

Judges will be selected from the various local subject committees and trade representatives to determine the major subject content divisions. Normative data will be collected by testing the appropriate subject teachers and prospective teacher education candidates. This data will be used to develop acceptable levels of reliability and validity for the final forms of such tests. The soundness of the test items and the composite instrument will be determined by a combination of the test scores obtained by persons working in the field and some recognized subject experts in schools.

Notes:
Subject section in Research Manual: Teacher Education

Contracting Institution: /University of Western Ontario/

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01132**

Logan, Bayne

-- An Empirical Investigation of the Relationship Between Teacher Self-actualization and Degree of Acceptance of Educational Principles Enunciated in 'Education in the Primary and Junior Divisions'. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/SELF ACTUALIZATION/ /Teacher/s /Primary grade/s and /junior grade/s
related to /attitude/s to /educational/ /principle/s of /Ontario Ministry of Education/ /curriculum/ /guideline/s

ANNOTATION

This research project is designed to investigate intra-personal factors influencing the degree to which teachers are willing to accept and to implement educational principles as enunciated in the first three chapters of the Ministry of Education's document, 'Education in the Primary and Junior Divisions'

Notes
Subject section in Research Manual: Teacher Education

Contracting Institution: /University of Ottawa/

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01133**

Mougeon, Raymond

-- Développement de matériel pédagogique correctif destiné à l'enseignement du français dans les écoles franco-ontariennes. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/REMEDIAL/ /PROGRAM/S. /French/ /language/. French language /school/s
/Teaching aid/s - Study regions: /Ontario/

ANNOTATION

The main objective of this study is to help improve the teaching of French in the Franco- Ontarian schools through providing the teachers of French with teaching material that will explain and describe the errors made in French and to suggest corrective measures for these mistakes. Another objective of the project is to provide those in charge of the French teaching curriculum with a detailed diagnosis of the difficulties experienced by the students at the various stages of their schooling.

Notes:

1. Subject section in Research Manual: Teacher Education
2. English title: Development of Remedial Teaching Material for the Teaching of French in Franco-Ontarian Schools.

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS ON01134

Wahlstrom, Merlin W.

-- An Analytical Review of Test Instruments Used in Evaluating Student Achievement in the Intermediate Division. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STANDARDIZED/ /TEST/S. /English/ /language/, /geography/, /history/, /mathematics/ and /natural science/s. /Intermediate grade/s
related to /Ontario Ministry of Education/ /curriculum/ /guideline/s

ANNOTATION

This research shall provide sufficient and reliable data to answer the following questions: 1. What commercially-prepared standardized tests are available for use in the Intermediate Division? 2. To what extent do the items in the commonly-used tests measure the objectives in the following curriculum guidelines for the Intermediate Division: English, science, history, geography, mathematics? 3. To what extent are the objectives in the curriculum guidelines for the Intermediate Division measured by the commonly-used standardized tests? 4. To what extent are test items not reflected in any objectives?

Notes:

Subject section in Research Manual: Measurement and Evaluation

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01135**

Narrol, Harvey

-- Assessing and Developing Cognitive Potential in Vocational High School Students. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/CULTURALLY DISADVANTAGED/ /STUDENT/S. /Vocational school/s
/Cognitive/ /development/. /Test/s
/Thinking skill/s. Improvement

ANNOTATION

This study has two major goals: (a) to demonstrate that culturally disadvantaged children can be taught to think in a much more effective manner than they currently do and that, as their thinking improves, they will benefit significantly more from the learning situations in which they commonly find themselves. (b) to demonstrate that a different, dynamic, active teaching method of testing those children can predict in advance the ease and the extent of cognitive modification in each case. That is, the new testing system will permit an estimate of unused cognitive potential and, possibly, a separable estimate of the ease of actualizing it by means of particular teaching methods in particular cases.

Notes:

Subject section in Research Manual: Teacher Education

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS **ON01136**

Ryan, Doris W.

-- Mastery Learning : Documentation and Analysis of the Implementation of Mastery Learning in an Ontario Secondary School. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/MASTERY LEARNING MODEL/. /Elementary school/s and /secondary school/s
  Implementation
MASTERY LEARNING MODEL. Secondary schools
  Effects on /behaviour/ of /student/s and /teacher/s and /teaching method/s

ANNOTATION

In this study the investigator shall: 1. Describe and document the implementation of Mastery Learning within a particular Ontario Secondary School. 2. Evaluate the effectiveness of the implementation plan. 3. Analyze the constraints and facilitations to implementation of the said plan. 4. Describe the changes in instructional strategies and behaviours and the effects on students and teachers as the result of introducing Mastery Learning. 5. Document some of the implementation programs for Mastery Learning found at the elementary school level.

Notes:
Subject section in Research Manual: Teacher Education

Contracting Institution: /Ontario Institute for Studies/ in Education

Availability: Research in progress. No documents available at present

IN PROGRESS ON01137

Sitko, Merrill C.

-- The Development and Evaluation of a Training Package for Inservice Teachers on Hierarchical Questioning Strategies for Teaching Children with Learning Disabilities. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/STUDENT/S WITH /LEARNING DISABILITIES/ Schools
  /Listening skill/s and /reading comprehension/ /Teaching method/s
  /Teacher/s. /Inservice/ /education/ /Curriculum/ subjects. /Questioning/ techniques. Applications of /computer/s: /Computer-Assisted Teachers/ Training System

ANNOTATION

The purpose of this study is to develop a self-instructional training package which will educate the regular class teacher in developing reading and listening comprehension skills in learning-disabied or mainstreamed handicapped students.

The proposed instructional package will consist of a category observation-coding system focusing on hierarchical teacher questions and student responses and feedback from a Computer- Assisted Teacher Training System (CATTS) which will allow teachers to objectively evaluate questioning performance in interactive taaching situations

Training will be provided in such cognitive levels as discrimination, recall, sequencing- paraphrasing, hierarchical relating, inference and problem-solving. The categorical classroom observation package will be used in training both preservice and inservice teachers to discriminate, generate, and evaluate specific teaching strategies for helping mildly retarded and learning-disabled students develop mature comprehension of connected discourse.

Notes:

Subject section in Research Manual: Teacher Education

Contracting Institution: /University of Western Ontario/

Availability: Research in progress. No documents available at present

FINAL REPORT (MINISTRY) **ON01140**
Schneider, Frank W.; Coutts, Larry M.
-- **Educational Orientation of Students in Coeducational and Single Sex High Schools.**
-- Windsor : /University of Windsor/, 1977. -- 50 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/STUDENT/S. /Coeducational school/s. /Secondary school/s
/Academic/ /aspiration/, /attitude/s and /self concept/ -- Study regions: /Ontario/ -- Comparisons by /sex/ and with /single sex school/s

ABSTRACT

Type of Study:
Comparative

Purpose:
To compare the educational attitudes of students from all male (M), all female (F), and coeducational (COED) secondary schools.

Sample:
A total of 2033 grade 10 (G10) and grade 12 (G12) students from 4 all M, 4 all F, and 4 COED separate schools in southeastern Ontario urban centres.

Methodology:
Students completed questionnaires measuring their: preference for COED versus single sex (SS) schools; attitudes toward school and teachers; self concepts of ability; areas of personal concern; and general orientation to education. Independent variables were school type, grade, and sex. Multivariate analysis of variance; mean ranking; tables.

Findings:
1. COED students expressed a greater preference for COED schools than did SS students for SS education. G12 Ms and Fs did not rank SS schools as low as G10 Ms and Fs did; G10 Ms ranked COED schools higher than G12 males.
2. COED students expressed a more favourable orientation toward education, and had more positive educational attitudes and self concepts of ability; Ms had more positive self concepts than Fs at the G12 level, but not in G10. Grade was a significant variable for Ms but not for Fs, with G12 Ms having more positive concepts than G10 Ms.
3. While Fs had more favourable attitudes toward education than Ms, G12 Ms revealed better academic self concepts and greater interest in furthering their education.
4. Fs, G10 students, and COED students displayed a more favourable educational orientation than Ms, G12 students, and SS students.
5. In areas of /personal interest/s both Ms and Fs were most concerned with their 'friendships with girls'; Fs were generally more concerned than Ms with their social relationships; concern for marks did not differenitate any of the groups; G10 Fs were more concerned with school activities and clubs than G10 Ms; school sports were ranked higher by G10 students and Ms than by Fs and G12 students; and COED Ms rated sports higher than SS Ms, with the opposite being true for Fs.

Conclusions:
1. There is a significant association between a school's sex composition and the attitudes manifested by its students.
2. COED students were strongly in favour of the kind of institution in which they were schooled, SS students failed to reveal such a bias. The majority of Ms preferred mixed sex schooling.
3. That students generally preferred coeducation to SS education supports the results of a British survey and the view that COED schools provide a generally healthier academic climate than SS schools.
4. The differences in educational attitudes are partly a consequence of the differential learning and social climates typically characterizing the 2 kinds of institutions.
5. Sex differences in self concept and aspirations reflect differential societal sex role prescriptions concerning achievement behaviours of Ms and Fs.

Special Features:
1. /Bibliography/ -- 31 items
2. /Literature review/ -- p. 1-11

Tests Included in Document:
Self-made /questionnaire/

Notes:
Proposal title was 'Effects of Single Sex and Mixed Sex Schools on the Relationships between Masculinity and Academic Adjustment'

(TO)

Availability: MF not available at time of printing; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON01143**

Dilling, Harold John; Hainsworth, Raymond

-- Images of Vocational-Technical Education and Careers : Influence on Students' Educational Aspirations.

-- Scarborough /Scarborough Board of Education/, 1976. -- viii, 187 p. (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/SECONDARY SCHOOL/S
  /Program/s /Academic/, /business/ /education/ and /technical education/ /Attitude/s of /counsellor/s, /parent/s, /student/s, /teacher/s, and /grades 7-8/ students
/GRADUATE/S Technical education programs. Secondary schools
  /Employment/ /opportunities/ Attitudes of counsellors, parents, students, teachers and grades 7-8 students -- Study regions /Scarborough/

ABSTRACT

Type of Study

Comparative

Purpose

To identify and measure perceptions and attitudes toward /vocational/-technical careers and education held by grade 7-8 and 9-13 students and by their parents, teachers, and guidance counsellors.

Sample

216 grade 7(G7) students (S); 199 responding (93%). 201 grade 8 (G8) students; 193 responding (96%). Parents (P) of the G7 and 8 Ss, 77% of G7, and 81% of G8 Ps responded. 180 teachers (T) from 48 schools including: all 29 industrial arts Ts; all 13 full-time guidance counsellors (GC); all 28 home economics or family studies Ts; and 110 Ts of other subjects. A sample of 1089 grade 9-13 Ss were selected along with their Ps and 552 Ts, but for a number of reasons Ts of the G7-8 sample provided the only generalizable data. Data collected 1975-76.

Methodology:

Separate questionnaires based on the Wenrich-Crowley Scale were administered to Ss, and their Ps; a separate T questionnaire was based on the Wenrich-Crowley Images of Vocational Education Scale and had some questions common to S and P questionnaires.

Frequency distributions, means, standard deviations, and cross tabulations were calculated by sex, grade, socioeconomic status (SES), subject specialization of Ts, and ethnic background of Ss. Tables.

Findings

1 The general attitude of Ts toward vocational-technical education (VTE) was relatively positive; the effect of direct experience on attitudes was apparent in that more positive views were expressed by GCs and industrial arts Ts than by Ts of other subjects.

2 The G7 8s' general attitude was moderately favourable but the academic program (AP) was rated 'the best', 'the most difficult' and 'leading to the most secure future'; the technical (TP) and business (BP) programs were rated 'the worst' and 'the least difficult'.

3 Both the Ps and Ts of G7-8s felt that those selecting TP would do so out of interest, to prepare for a job, or on the advice of Ps and school counsellors.

4 The general attitude of Ps toward VTE tended to be moderately favourable; Ps with higher SES were less favourable than others.

5 Ps, like Ts, felt that the TP would be better in helping Ss obtain good jobs and that about the same or less unemployment would be experienced by TP graduates than by AP graduates.

6 Ps, like Ss, favoured the AP most highly. Ps felt the AP was most appropriate for bright Ss with or without mechanical aptitude, the TP was best suited for average or below average mechanically-inclined Ss, and the BP was suitable for average or below average Ss with no mechanical aptitude.

7 The average attitudes toward VTE were very similar for G 7-8s and their Ps, but Ts were significantly more positive than Ss.

8 Ps' expectations of educational attainment for their children were significantly higher than Ss' expectatations for themselves; this may have been related to the finding that Ps credited Ss with greater intelligence than the Ss did themselves.

9 Considerable evidence pointed to the influence of home and school in forming G7-8 attitudes; however, other evidence revealed that attitudes were not too firmly set.

Conclusions

1 Steps can still be taken to provide valid information to Ss before attitudes are firmly established. Ts and GCs should provide accurate and current information about /career/s and VTE so that Ss can make well-informed decisions.

2. Since Ps may have greater influence than schools on attitude development, maximum effort should be made by a variety of organizations to ensure that Ps also have accurate and current information.

Special Features:
1. /Research Review/
2. /Bibliography/ -- 19 items

Tests Used in Research but not Included in Document:
/Wenrich-Crowley Images/ of Vocational Education Scale; /Wenrich-Crowley Scale/

(TO)

Contracting Institution: Scarborough Board of Education

Availability: MF - $2.00; HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON01144**

Thomas, Alan M.

-- Attendance at School in Ontario : The Right and the Duty.

- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Adult Education, 1976. -- ii, 48 p. (-- The /Interaction of law and educ/ation ; 2) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/ATTENDANCE/. /Student/s. Schools
  /School law/
/COMPULSORY EDUCATION/
  Principles and school law
/EDUCATIONAL/ /POLICY/
  Formulation. Role of /court/s -- Study regions: /Ontario/

ANNOTATION

This paper attempts to identify for educators, school trustees, students, and members of the public, some of the issues respecting the rights and duties of attendance of children and others in schools in Ontario in light of the consolidation of the /Education Act/. The relevant sections of the Act are appended to facilitate this analysis of education law. The terms 'right', '/law/', and 'student' are defined. The notion of free and compulsory education is examined from historical and legal points of view. The role of the courts in educational policy-making is discussed in the sense of the courts as protectors of rights of minorities, enforcers of obligations imposed by law, and discoverers of rights by deciding certain test cases.

The major portion of the report is devoted to a detailed examination of the concepts of legal right to attend and duty to attend at both the elementary and secondary levels, and covers specific issues such as qualifications of a /resident/ pupil; /admission/ of students to /special education/ /program/s; the implications of the Act with respect to /adult education/ students; exemptions from the duty to attend, and /truancy/ and penalties for non-attendance. This presentation is based on the Education Act and Canadian case law, and concludes that under the Act, under certain circumstances, free education is not a service reserved for youth, but is a social right guaranteed to all persons. Footnotes provide full case law citations.

Notes.
Title of grant: Legal Education Issues in Ontario : Implications for Policy Making

(TO)

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF : $0.50 HC : available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT **ON01145**

Thomas, Alan M.

-- Teachers' Collective Bargaining in Ontario : An Introduction.

-- Toronto /Ontario Institute for Studies/ in Education, Department of Adult Education, 1976.-- 5, 39 p. (--The /Interaction of Law and Educ/ation ; 3) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/COLLECTIVE BARGAINING/ /Teacher/s /School/s, /community college/s and /universities/
/Law/ -- Study regions /Ontario/

ANNOTATION

This paper examines the law governing teachers' /labour relation/s in Ontario. Each of the 3 pieces of legislation controlling collective bargaining for 3 different groups of teaching personnel is closely considered: The School Boards and Teachers Collective Negotiations Act, 1975 (TNA) dealing with bargaining for teachers in the tax-financed primary and secondary schools, including public and separate schools; an Act Respecting Collective Bargaining for Colleges of Applied Arts and Technology, 1975 (CAAT) dealing with bargaining for both academic and support staff of Colleges of Applied Arts and Technology; and The Labour Relations Act which governs the labour relations of the academic staff of universities. (TNA and CAAT legitimize the right of teachers to /strike/ and the right of /Boards of Education/ to lock out teachers). In addition, the scope of /negotiation/s and bargaining are treated.

The implications of the legislation on /continuing education/ are discussed. An examination is made of the possible impact of laws that in essence define who the teachers will be and how they will be employed in order to accomplish their teaching. The effect of the Acts on the operation and growth of the educational system as a whole is presented and the implications of each one of the Acts for the particular level it governs are also explored. The relationship between the Acts in terms of how the applications of each will affect the application of the other is considered.

Discussed as principal issues in all 3 areas covered by the Acts are: the impact of adversarial forms on collegial systems, particularly as reflected in the determination of who shall be included in the bargaining unit; the inclusion of all immediately interested parties in the negotiations the freedom and scope of choice open to students; and the application of precise job descriptions and work loads in situations which previously functioned with a good deal of voluntary commitment. Special characteristics of specific acts discussed include timing, the nature of the bargining unit; the length of the strike; and the function of fact- finders Citations to relevant portions of the Acts are included in footnotes.

(TO)

Related Records ON01144. ON01146

Contracting Institution /Ontario Institute for Studies/ in Education

Availability MF $0.50 HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block Toronto

PROCESSED REPORT **ON01146**

Thomas, Alan M.

-- Accidents Will Happen : An Inquiry Into the Legal Liability of Teachers and School Boards.

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Adult Education, 1976. -- iv, 52 p. (-- The /Interaction of law and educ/ation ; 4) (Ministry of Education, Ontario. Grants in Aid of Educational Research).

SUBJECT

/TORT/S. /School law/
/INJURIES/ /Student/s. Schools
/Liability/ by /boards of education/ and /teacher/s -- Study regions: /Ontario/

ANNOTATION

This report examines the interaction of /law/ and education to be found in what is known as 'school law'. The paper surveys important concepts in tort law and the five principles of negligence law, followed by a discussion of the 'duty of supervision' and 'occupiers' liability', these two aspects of tort doctrine forming the basis upon which any suit against a teacher or school board could be built.

Cases dealing with injuries to youth or children are reviewed and conclusions are drawn from them. They are divided into two principal fact categories: the first involving situations which arise in the course of organized /school activities/ (curriculum cases); and the second concerning those cases which involve injuries arising from spontaneous or unorganized /activity/ on school grounds (/playground/ cases). They are discussed in chronological order to trace how doctrine and interpretation have developed, been refined, and occasionally discarded.

The factors or considerations in the mind of the /courts/ that determine the outcome of a decision are outlined to act as a guide for teachers, principals and boards. In light of /adult education/ /program/s, the implications of the presumption in the law that school boards and teachers owe a duty only to children are presented. Three anticipated changes are outlined: the amount of damages awarded if teachers and boards are found negligent will probably increase; a new basis for the standard of care may be found that will describe the duty owed to an adult student; and the court actions brought by adults against school boards may give rise to new forms of liability. The virtual absence of case law in Canada pointing in new directions is noted. Full citations to the case law are provided in footnotes.

Notes:

Title of grant: Legal-Education Issues in Ontario: Implications for Policy Making

(TO)

Contracting Institution: Ontario Institute for Studies in Education

Availability: MF - $0.50. HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

FINAL REPORT (MINISTRY) **ON01147**

Silverman, Harry; McNaughton, Shirley; Kates, Barbara

-- Handbook of Blissymbolics for Instructors, Users, Parents, and Administrators.

-- Toronto : /Ontario Institute for Studies/ in Education, n.d. -- 662 p. in various pagings. (Ministry of Education, Ontario. Contractual Research).

SUBJECT

/BLISSYMBOL/ICS
-- /Handbook/s

ANNOTATION

The handbook provides instructors, Blissymbol users, parents, and administrators with a reference guide to Blissymbolics, a visual graphic /symbol/ system capable of providing total, comprehensive /nonverbal communication/. The system, the syntax, and the symbols are described.

For application of the system, information is provided on: assessment and /evaluation/; matching the non-speaking person with the appropriate system and level; programming; providing support for the /program/; and evaluating the symbol user's progress. Practical ideas relating to /teaching aid/s, symbol displays, technical aids, and toys and games are also presented. There is an appendix of responses to common misconceptions about Blissymbolics as a communication medium for /nonverbal/ /physically handicapped/ children. Another appendix deals with /eye pointing/ as an alternative mode of indicating symbol choice.

The material in the handbook is based on the recordkeeping and programming of instructors in over 20 settings. Included is an abridged Evaluation Study of the symbol communication program at the Ontario Crippled Children's Centre, the full text of which can be found in ON00696. The handbook is illustrated with symbols and drawings, and includes a /bibliography/ of 94 items.

Notes:

This report is a product of the project entitled The Formative Evaluation of the /Ontario Crippled Children's/ Centre Symbol Communication Program (ON00696).

(TO)

Related Records ON00694: ON00695, ON00696

Contracting Institution Ontario Institute for Studies in Education

Availability MF not available at time of printing, HC - available on loan from Research Services Coordinators, Ontario Ministry of Education Regional Offices, or the Ministry Library, Mowat Block, Toronto

PROCESSED REPORT **ON01200**

Archer, Mary

– Evaluation of Four Educational Television Program Series Produced by OECA, 1973-74.

-- Toronto /Ontario Institute for Studies/ in Education, 1974 -- xv, 226 p. (-- OISE project ; 0001-70)

SUBJECT

/ETV/ /Music education/ /Junior grade/s
/Program/s /World of B.J Vibes/
ETV /Canadian/ /history/ /Junior high school/s and /secondary school/s
Programs /Episodes and Issues in Canad/ian History
ETV. /Religion/ /Adult education/
Programs /World Religions/

ANNOTATION

The document reports on the evaluation undertaken from May 1973 to December 1974, of four television series produced by the /Ontario Educational Communic/ations Authority and covering distinct subject areas and a range of grade levels from primary to senior Evaluated are The World of B.J. Vibes', a six-program series designed to enhance the musical appreciation of junior level students; 'Episodes and Issues in Canadian History' an eight-program series for students in grades 7-13; 'Almost Home ten episodes in the adventures of an occupational program student debating whether to return to school and complete his studies for use with occupational students in grades 9-10; and 'World Religions' a seven-program series designed as a supplement to the World Religions course and for a general adult audience.

The overall arrangements for evaluation in six school systems and the evaluation procedures are described. For each of the series the participating classes are described and responses to student and teacher questionnaires and results from observations and interviews with classes and teachers are reported For all but Almost Home', results from attitude and information tests are also given; for 'Almost Home', results of a reading test administered as a pre- and posttest are reported; and for 'World Religions', questionnaire responses and interview results are reported for the out-of-school sample. Included as appendicies are a sample reader prepared by two teachers for use with their students; a sample questionnaire prepared by a teacher a creative writing project undertaken by one class; and class work prepared by a teacher.

(GC)

Availability MF $2 00 HC available for reference at Research and Development Office. OISE

PROCESSED REPORT **ON01201**

Archer, Mary

-- **Dialogue with Teachers Concerning the Interests and Needs of the Intermediate Science Curriculum in Media Support.**

-- Toronto /Ontario Institute for Studies/ in Education, 1974 -- ii, 32 p. (-- OISE project ; 0001-70)

SUBJECT

/ETV/ /Natural science/s School
Use by /teacher/s Study regions /Ontario/ -- Study examples /Grades 7-10/

ABSTRACT

Type of Study

Descriptive

Purpose

To determine if science teachers of grades 7 10 found media offerings, especially TV programs, of assistance in achieving their /educational/ /objective/s and if so, within what /curriculum/ areas

Sample

39 teachers teaching the intermediate /science/ curriculum at elementary, senior public and secondary schools of 15 boards.

Methodology

Teachers were interviewed to determine their definition of the content of the curriculum; their approach to teaching science; the major objective of their class program, the areas of the curriculum most suitable for /mass media/ production; and the format of programming that they would suggest for procedural, conceptual, and current topics. Major recommendations are reported

Findings

1 The curriculum gave almost equal emphasis to biology, physics, and chemistry. Grades 7 and 8 could be grouped with respect to content, as could grades 9 and 10.
2. Less emphasis was placed on information, lecture techniques and memorization in order to emphasize investigative methodologies and teaching and /research/ /skill/s Students were expected to ask questions, formulate hypotheses, search for additional data, and to reach their own tentative conclusions.
3 Major objectives of class programs were the development of the process of science; observation, the use of time-space relationships, the rise of numbers, measurement classification prediction, inference, and communication. The emphasis was on the importance of allowing students to undergo these processes themselves.
4 The major reason why TV had not been used extensively was the inflexibility of broadcasting which could not fit into a rotary program Other factors were greater familiarity and preference for other media; small screen size; black and white programming, and lack of awareness of OECA programming.
5 Dissatisfaction was voiced with the effectiveness of the OECA program schedule. Booklets received well in advance of broadcast dates with special sections for different grade levels and more detailed information, were suggested.
6 Existing media offerings not necessarily those of OECA, were generally criticized for being teacher replacements and for adopting a show-all tell-all approach unsuitable for the participation-oriented curricula.
7 Although all media were seen as second-order sources of learning almost all teachers agreed there were curriculum areas which would be well-served by media productions
8 Desired programming would assist teachers to show how to evaluate information; how to follow an experimental procedure; how to use scientific equipment less tangible facts, concepts and processes of science; the application of discoveries and implications of research projects, the historical aspects of science, problem solving strategies, and illustrations of the relationship between science and society Teachers also wanted professional development programming.

Conclusions

1 Future programming should make a greater attempt to involve the audience.
2 Producers should keep in mind that most intermediate students are not science-career oriented; current issues and the relationship between science and society should have an important place in classrooms.
3 OECA should utilize as many different media as possible
4 The educators indicated that there is a need for suitable programming for the intermediate science curriculum and that such programs would be used

Tests Used in Research but not Included in Document

Self-made /questionnaire/

(TO)

Availability MF $0 50 HC available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01202**

Humphreys, Edward H.

-- Schools In Change : A Comparative Survey of Elementary School Services, Facilities, and Personnel, 1965-1969.

-- Toronto : /Ontario Institute for Studies/ in Education, 1970. -- vii, 60 p. (-- OISE project ; 0002-59)

SUBJECT

/SCHOOL DISTRICT/S. /Rural/ and /urban/ areas

/Size/ related to /educational/ /facilities/, special /service/s and /teacher/ /qualification/s of /elementary school/s, /public school/s and /separate school/s -- Study regions. /Ontario/

ABSTRACT

Type of Study:

Comparative

Purpose:

To assess the effects of large districts on educational quality.

Sample:

A stratified sample of 945 teachers (79.5% of a 1,189 sample) from public and separate elementary schools in urban and rural districts in Ontario. Data collected 1969.

Methodology:

A 116-item questionnaire on school district reorganization, based on one used in similar surveys in 1965 and 1967, was mailed to each teacher. Topics covered were: background information; qualifications and experience of teachers; /class size/ and facilities available; special services; number of /innovation/s in use; and characteristics of the school situation and community. The criteria used to determine changes in the quality of education were based on: the quality of the teachers; facilities offered; services provided; progressiveness of the districts; and attractiveness of the districts to teachers. The data were comparatively analyzed by use of a chi-square test of independence. Tables; graphs.

Findings:

1. Substantial improvements were made in the standard of educational personnel, facilities, and services since the township school areas were formed in 1965.
2. Although the magnitude of the disparities between urban and rural districts that existed in 1967 had decreased by 1969, urban districts still provided a higher standard of personnel, facilities, and services than did rural districts.
3. Public school districts provided a higher standard of personnel, facilities, and services than comparable separate school districts.
4. When year and religious orientation were held constant, the standard of personnel, facilities, and services available in or to a school was related to the type of community in which the school was located, with the standard tending to be higher in the more urbanized communities

Tests Included in Document

Self-made /questionnaire/

(TO)

Availability MF $1 00 HC available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01203**

Kershner, John

-- **Dual Brain Asymmetry : A Model for the Diagnosis and Treatment of Learning Disorders.**

-- Toronto /Ontario Institute for Studies/ in Education, 1975. -- iv, 138 p. (-- OISE project ; 0002-60)

SUBJECT

/LATERALITY/. /Student/s. Schools
  related to /academic achievement/
  /Screening/ /Test/s - Study regions /Scarborough/ and /Peel County/
LATERALITY. Students with /learning disabilities/ Schools /
  /Improvement/ Programs -- Study examples /Churchill School/

ABSTRACT

Type of Study

Experimental; Descriptive; Longitudinal

Purpose:

To test an experimental Laterality Program, to construct developmental norms for the recall of printed language, and to assess the effectiveness of the Motor Laterality Scale in identifying potential learning disorders in grade 1 students.

Sample

4 males with learning disabilities, age 14 from the Churchill School. 358 students from Peel public schools comprising samples of 60 students (30 /male/s 30 /female/s) at each of the 6, 7, 8, 9, and 10 year-old levels and 58 (29 males and 29 females) of age 11 108 /grade 1 students from Scarborough schools tested at the end of /grade 4/ and /grade 6/ for the identification of potential learning disorders. Data collected 1969-70 1974-75

Methodology

The 4 subjects were divided into experimental and control groups

All received the regular Churchill therapy and were given a battery of pre and posttests, but only the experimental group was assisted on both pre and posttests on the Laterality Program (LP) daily progress records were kept for experimental students. To collect normative data a battery of laterality tests was administered to the Peel students; teacher achievement ratings were obtained for reading oral language mathematics and problem solving, and a battery of achievement and cognitive tests was administered The data were analyzed to estimate the statistical normalcy of the sample Analysis of variance, means and standard deviations for all variables are given

Predictor variable data in the following areas were collected on the Scarborough grade 1 students in 1969: IQ; inter-laterality scores 180 degree: total spatial orientation, intra laterality scores; lateral awareness; and direction vs orientation

Gates-McGinitie Reading Tests were administered to the same students at the end of grades 4 and 6, and at the end of grade 6, teachers assessed student performance in reading, language, and mathematics The high and low test results and assessments were the basis for 2 groups divided by six analysis of variance means, and standard deviations of the 7 predictor variables for the high-low groups are tabulated

Findings:

1 Although the sample was small the LP field test demonstrated that children could learn the test items and found the test enjoyable and that improvements in test performance were related to increases in academic work.

2 Lateral preference dichotic listening and tachistoscopic visual-field tests of laterality each measured different developmental variables

3 In its processing of /written language/ the left hemisphere undergoes a progressive specialization in function, increasing between 6 and 11 years of age

4 Cerebral dominance of /speech/ showed a decrease in lateral specialization with age and a corresponding increase in right hemisphere speech function

5 Children delayed in their motor lateralization in grade 1 were found to be high achievers in grades 4 and 6; accelerated /motor/ /development/ was shown to be a valid predictor of academic /underachievement/.

Conclusions:

1 Developmental norms for the lateralization of written language can be established.

2. The degree of left hemisphere speech dominance is inversely related to /achievement/ and /intelligence/.

3 The Motor Laterality Scale is a valid predictor of potential learning disorders; it has the advantage of being highly reliable, objective, and /culture free test and therefore, of universal applicability

Special Features

/Laterality Program Kit/

Tests Included in Document

/Motor Scale of Lateral Dominance /Dichotic Listening Test/. /Tachistascopic Visual-Field/ Test

Tests Used in Research but not Included in Document:
/Wechsler Intelligence Scale/ for Children; /Gates-McGinitie Reading Test/s; /Wide Range Achievement Test/; /Canadian Cognitive Abilities Test/ /Harris Test of Lateral/ Dominance

(TO)

Availability MF not available at time of printing, HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT ON01204
Elliston, Inez
-- **Public Education Program : The OISE-North York SHARE Program : After Three Years.**
-- Toronto : /Ontario Institute for Studies/ in Education, 1974. -- 8 p. (-- OISE project : 0002-70)

SUBJECT

/FOREIGN STUDENT/S. /OISE/
Use as /resource/ /personnel/ in /school/s. /Program/s. /SHARE/ -- Study regions: /North York/

ANNOTATION

This report reviews the SHARE program over a three year period, stating its objectives and assessing its activities. The program was established in 1971 to encourage the involvement as resource persons of international graduate students enrolled at OISE in educational activities in the North York schools. The nature and extent of this involvement is summarized. Requests for research persons according to curriculum areas are presented and a breakdown of country of origin of the international students involved is given In attenpting to assess the program, the following questions are examined. how successful is the SHARE program? what are the factors which seem to influence success?; and are there constraints to a more successful operation? Comments of program participants, including teachers, students, and resource persons, are reprinted. Some of the data are presented in tables.

(TO)

Availability MF - $0 50 HC available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01205**

Elwood, Bryan C.; Vangel, Ted G.
-- **Project SAMPS : Student Accommodation Management and Planning System : Development and Application in Waterloo County : A Summary Report to the Waterloo County Board of Education.**
-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, 1972. -- 55 p. in various pagings. (-- OISE Project ; 0003-59)

SUBJECT

/EDUCATIONAL/ /FACILITIES/. Schools
/Planning/. Applications of /SAMPS/ -- Study regions: /Waterloo County/

ABSTRACT

Type of Study:
Descriptive

Purpose:
To summarize the development and application in Waterloo County of SAMPS, a computerized method designed by OISE to help boards analyze facility requirements and develop rational accommodation plans; to restate the objectives of the study and outline progress to date; and to indicate the potential for future applications.

Sample:
3 school areas that presented planning problems were selected for test applications of SAMPS: Wilmot Township elementary facilities; attendance boundaries between Waterloo-Oxford and Elmira secondary schools; and elementary facilities in North Dumfries County. Data collected 1971-72.

Methodology:
Student, school and geographic data were collected for the three areas. For the Wilmot study, the only one completed to date, analytical runs established the general magnitude of the accomodation problem. Some viable alternative solutions were offered using SAMPS to establish school loadings, attendance patterns, and total /home-to-school distance/s; comparisons were analyzed in light of capital /cost/, policy, and political implications, and modified plans were formulated.
For the Waterloo-Oxford and Elmira area, SAMPS will be used to analyze current and projected /enrolment/ distributions to provide a rational basis for establishing future attendance division policy. For the North Dumfries elementary schools, SAMPS programs will be run to investigate the alternative solutions for consolidation or expansion. Analyses for the latter two areas were in progress at time of publication. The potential and implementation requirements of SAMPS as a multi-purpose data base are discussed. Tables, diagrams, /map/s.

Findings:
For the Wilmot study space shortage was critical at both the junior and senior levels. Additional, permanent accommodation was the only viable solution, good enrolment divisions and careful new /site/ /selection/ could minimize home-to-school distance.

Conclusions:
1. SAMPS has the potential to serve as a general information base for: transportation planning; administrative summaries of enrolment patterns by grade, school, /school district/s, etc.; and the generation of nominal school rolls.
2. For student accommodation planning, the SAMPS package is complete and self-contained; once data have been collected and key-punched, programs can perform all necessary functions to computerize data files, analyze a specified problem, and report the results.
3. The present version of SAMPS cannot maintain the data file, as there is no program to add, delete, or change data that have been computerized. These functions can be programmed by board staff, however.

Special Features:
1. 'Accommodation Analysis using SAMPS'
2. Elwood, B.C., Vangel, T.G., /Hammond, J.A./, 'Where to Put the Kids,' reprinted from School Progress, Vol. 40, No. 12 (December 1971), p. 24-5. An article overviewing the SAMPS approach
3. Elwood, B.C., 'Student Accommodation in Wilmot Township : A Working Report'

(TO)

Related Records: ON01206

Availability: MF - $0.50; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01206**

Elwood, Bryan C., Vangel, Ted G.

-- **Project SAMPS : Elementary Accommodation in the North Dumfries School District : A Working Report to the Waterloo County Board of Education.**

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, 1973. -- 37 p. (-- OISE project ; 0003-59)

SUBJECT

/SAMPS/

Applications in establishment of /elementary/ /school district/s, /placement/ of /student/s and /planning/ of /educational/ /facilities/ -- Study regions: /North Dumfries County/

ABSTRACT

Type of Study:

Descriptive

Purpose:

To provide information fundamental to the development of a comprehensive elementary facility plan for the district by focusing on the analysis of spatial relationships between the students and schools, using the Student Accommodation Management and Planning System (SAMPS) developed by OISE in cooperation with the Waterloo Board.

Sample

All 878 students in North Dumfries' 7 elementary schools were included in the data base. Data collected 1972.

Methodology:

Each student was 'located' by a home location code and characterized by grade. SAMPS computed the shortest road path between home and school locations for each student. Minimum distances were used to allocate students to schools by a mathematical programming technique that guaranteed that the total /home to school distance/ was an absolute minimum given whatever capacity and grade mix restrictions had been specified for each school. /Natural attendance district/s for each grade grouping (K, 1-5, and 6-8) for the district as a whole and for its individual schools were established by using SAMPS allocation programs. An assessment of improvement potential through implementation of natural attendance boundaries with the focus on student travel requirements, school loadings and grade mixes, and quality of education was made; an assessment of improvement potential through alternatives which incorporated consolidation and-or expansion of school facilities was provided. /Map/s; tables.

Findings:

1 A complete and current data base was established including a geographical description of the region and a basic record for each elementary student and school.

2. Computer analysis relating students to schools via the road network established 3 geographically distinct attendance regions, each with its own school group and each naturally linked to the Galt system.

3. The natural attendance divisions minimized the adverse effects of geographical barriers in the district; the total home to school distance for all students was reduced from .3043 miles to .1889, a 40% improvement.

Conclusions:

1. Complete reorganization based on natural attendance patterns is not desirable because of the difficulties in maintaining viable grade mixes in small schools and under-over loading ramifications.

2. Partial reorganization along natural attendance divisions would substantially reduce home to school travel and improve the educational quality potential; specifically, all township students residing north and east of Galt would benefit by attending Galt schools.

3. Proposed government policy would make expansion of the system difficult since ample space exists for present and projected /enrolment/s, especially in view of the 'no cost' alternative of attendance reorganization to utilize Galt schools.

(TO)

Related Records ON01205

Availability MF - $0.50, HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01207**

Gamlin, Peter J.

-- Level of Listening Comprehension as a Function of Two Process Variables : Syntax and Meaningfulness.

-- Toronto : /Ontario Institute for Studies/ in Education, n.d. -- 60 p. (-- OISE project : 0004-52)

SUBJECT

/AURAL/ /COMPREHENSION/. /Student/s. /Elementary school/s
-- Study examples: /Grades 4-6/

ABSTRACT

Type of Study:

Comparative

Purpose:

To investigate 3 aspects of /listening/ comprehension: to replicate the result of past research showing that semantic and /syntax/ processes are separate; to compare sentence structure produced by the probe technique with structure produced by the question technique to determine whether 'probe-latency' data would assess levels of comprehension; and to index the relationship between /age/ and changes in the syntactic-semantic process.

Sample:

204 grades 4, 5, and 6 students from 4 elementary schools in North york and the Institute for Child Study, Toronto. The schools were equated for level of socioeconomic status. Of the 204, 102 were tested for listening comprehension ability, 48 male (M) and 54 female (F); 102 were tested for short-term memory capacity (STM), 55 M and 47 F.

Methodology:

Subjects were given the Sequential Tests of Educational Progress, Listening Comprehension test; each grade was divided into high and low comprehension groups of 17 subjects each. Subjects were pretested for STM capacity using the Wechsler Intelligence Scale for Children digit-span procedure and were divided into two groups of 17 subjects within each age level. Each subject heard 5 groups of 20 sentences, 50 of these were probed and 50 were questioned. Instructions for the probe technique were to say as quickly as possible the word in the sentence which immediately followed the probe word; for the question conditions to respond 'yes' or 'no' as quickly as possible. Tape recordings were made. Probe latency was determined by measuring from the onset of the probe word to the onset of the response; latencies for questions were derived by measuring from the end of the question to the onset of the response Analysis of variance was undertaken. Table, graphs.

Findings

1 Semantic and syntactic processes were separate subjects could make fine /semantic/ /discrimination/s which were not dependent upon the syntactic structure of the sentences

2 Latency to probe at least indexed the syntactic structure in sentences while questions seemed to be sensitive to the semantic relations.

3 The subject s age had little impact upon either syntactic or semantic processing.

Special Features

/Bibliography/ 7 items

Tests Included in Document

/Sequential Tests of Educatio/nal Progress Listening Comprehension Tests; /Wechsler Intelligence Scale/ for Children Digit-Span Procedure

(TO)

Availability MF - $1.00; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01208**

Gamlin, Peter J.

-- **Preliminary Analysis of Results for Children Hearing Proverb-Paraphrase Matches.**

-- Toronto /Ontario Institute for Studies/ in Education, n.d. -- 21 p. in various pagings. (-- OISE project ; 004-52)

SUBJECT

/REASONING/ /Student/s /Elementary school/s
related to /aural comprehension/, /IQ/ and /reading comprehension/ -- Study regions /North York/ -- Study examples: /Grade 4/

ABSTRACT

Type of Study:

Descriptive

Sample:

120 students selected from all Grade 4 classes at Gulfstream School in North York. They were representative of middle and lower socioeconomic populations.

Methodology:

IQ, listening comprehension scores and reading comprehension scores were collected for each student. 40 proverbs were selected on the basis of their concreteness; a correct and incorrect paraphrase was written for both literal and abstract levels of each proverb. In addition to selecting the correct proverb-paraphrase match, students were also asked to rate the matching difficulty on a 4 point continuum of very easy to very hard, the results of which are represented in tables. Product moment correlations were computed for the 3 measures. Graphs; tables.

Findings:

1. Subjects got more literal proverb-paraphrase matches correct than they did abstract proverb- paraphrase matches.
2. 30 percent of the subjects were responding at chance levels for one or both of the literal and abstract paraphrasing tasks.
3. Higher IQ performance was associated with higher levels of correct abstract and literal paraphrase performance.
4. The proverb-abstract paraphrase matching task accounted for approximately 44 percent of the variance associated with reading comprehension performance, while the proverb-literal paraphrase matching task accounted for 30 percent of the variance.
5. Abstract paraphrasing performance predicted fairly well for both reading and listening comprehension.

Conclusions:

1. Subjects acquire a device for verifying sentence-paraphrase matches which becomes more effective due to maturational changes in the central nervous system and appropriate kinds of /language/ environments.
2. The ability to process abstract material is critical for achieving higher scores on the reading comprehension tests.
3. A common processing device produces particular kinds of comprehension products irrespective of sensory modality.

Special Features:

/Bibliography/ in addendum 29 items

Tests Used in Research but not Included in Document:

Self-made proverb matching test

Notes:

This report is comprised of an appendix and addendum to the appendix to a report that is not available to date

(TO)

Availability: MF - $0.50; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01209**
Bernstein, Deborah
-- Review of Comprehension Skill Programs for Middle Childhood.
-- Toronto : /Ontario Institute for Studies/ in Education, n.d. -- 6 p. (-- OISE project ; 0004-52)

SUBJECT

/READING/. /Curriculum/ subjects. Schools
/Remedial/ /program/s /Development/

ANNOTATION

This report reviews the principles behind the development of reading-/improvement/ programs. Four basic conditions for the effective use of reading materials are considered interest, firsthand perceptual experience; concomittant learning or value learning; and attention to individual differences. The factors necessary to evaluate the student's /skill/s and level of cognitive functioning are outlined for input, elaborational, output and affective-motivational levels, evaluation being necessary in order to choose suitable materials and to concentrate on the skills required by the student. The skills necessary for /reading comprehension/ and the word skills which influence the level of reading comprehension are defined under perceptual, association, and structural and phonetic analysis skills.

Existing programs are generally reviewed and found to be mainly for use in a structured classroom environment using exercises standardized to the point of being unmotivating and unstimulating. Suggestions for student choice of subject matter from a list of appropriate materials are made. The importance of reinforcement is discussed in relation to programmed reading materials. It is concluded that the more independence that can be encouraged, the more satisfying and self-reinforcing accomplishments become, and the more value reading will have for the student.

Notes:
This is an appendix to a report that is not available to date.

(TO)

Availability MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT ON01210
Gamlin Peter J.
-- **Model and Materials for the Early Reading Program.**
-- Toronto /Ontario Institute for Studies/ in Education, n.d 6 p (- OISE project ; 0004-52)

SUBJECT

/BEGINNING READING/ /Curriculum/ subjects. Schools
/Teaching aid/s

ANNOTATION

This is a listing of 35 materials for an early reading program which provides a description of each item, including the publisher or source, and also cross-references the items to specific sections of a model of the developing reading process. The model, which is included, covers 3 main areas discrimination of letters, part-whole distinction; and phonological ability. Under each area the model indicates the function required on the part of the reader, the procedure to test it, and the goal of the process.

Notes.
This is an appendix to a report which is not available to date.

(TO)

Availability: MF - $0.50; HC - available for reference at Research and Development Office, OISE

JOURNAL ARTICLE **ON01211**

Humphreys, Edward H.

-- Who Pays When the Piper Learns a New Tune?

-- Teacher Education (Spring 1973) 76-85. (-- OISE project ; 0002-59)

SUBJECT

/TEACHER/S. /Public school/s and /separate school/s. /Elementary school/s. /Rural/ and /urban/ areas
/Qualification/s
Qualifications. Improvement -- Study regions: /Ontario/

ABSTRACT

Type of Study:

Comparative

Purpose:

To examine the qualifications and academic upgrading of Ontario elementary school teachers and to assess the changes from 1965 to 1971 and their implications.

Sample:

Random samples of teachers, stratified by size and type of board: 720 (81.8% of sample) in 1967; 945 (79.5%) in 1969; and 1,344 (75.8%) in 1971

Methodology:

A series of questionnaires was mailed to the teachers in the 1967, 69, and 71 samples. The data were collected from public elementary schools in 1967, 69, and 71 and from separate elementary schools in 1969 and 1971. Tables; graphs.

Findings:

1. 54% of all Ontario elementary teachers had qualifications higher than the required minimum in 1971, 45% in 1969.
2. In the public schools, teachers with degrees constituted 13.2% of the total in 1967, and 20.6% in 1971.
3. From 1969 to 1971, the percentage of separate school teachers with degrees doubled from 7.3% to 14.9%.
4. In 1971, 28.8% of public school teachers in large cities and 9.2% in farming communities held Elementary School Teaching Standard 4 (EST4) certificates; percentages for 1967 were 18.5% and 1.9%, respectively.
5. In rural separate schools, 63.3% of the teachers were minimally qualified while 37.8% of urban separate school teachers had such qualifications.
6. While some of the upgrading was due to more highly qualified entrants to the profession, the enrolment in courses sponsored by universities, the Ministry of Education, and local boards brought about much of the improvement.

Conclusions:

1. Teachers are actively seeking opportunities for improvement but all this activity is likely to reduce their competence in their primary task of teaching today's students.
2. To encourage the upgrading of qualifications, /summer school/ attendance should be promoted and /sabbatical/ years should be granted to enable teachers to engage in fulltime study.
3. To ensure that present students do not have a 'parttime' teacher, teachers should not be permitted to participate in credit courses during the school year when they are actively employed in the classroom.
4. Release time for /inservice/ activities should be granted by a board during the school year only if the activities deal with professional or curricular subjects and do not provide credit toward higher salaries or /certification/.

Tests Used in Research but not Included in Document:

Self-made /questionnaire/s

(TO)

Availability: MF not available at time of printing; HC - available for reference from Research and Development Office, OISE

PROCESSED REPORT **ON01212**

Harvey, Edward B

-- **Alternative Occupational Futures and the Social Science Graduate.**

-- Toronto /Ontario Institute for Studies/ in Education 1972 -- ii, 45 p. (-- OISE project 0003-62)

SUBJECT

/GRADUATE/S /Social science/s /program/s /Universities/
/Employment/ /Opportunities/ in /business/ /industry/ and /government/.
/Improvement/ -- Study regions. /Ontario/

ABSTRACT

Type of Study:
Pilot

Sample:
21 individuals representing major sections of business, the provincial government, social science disciplines and the university placement service. Data collected 1972.

Methodology:
Open-ended interviews, generally one to one and one-half hours in length, were conducted. Information collected included data on: the present social scientist (SS) employment situation; the SS image and ways of correcting inaccurate conceptions held by potential employers; current and future utilization of SSs in the non-university sector; and /graduate study/ programs. Question techniques included repetition and rephrasing of the same question; presentation of alternative responses in reply to the interviewee's response; and the use of key words and phrases. Also included in the analyses were data from the 1972 studies of graduate and non-graduate SS /student/s completed by the Ministry of Colleges and Universities (MCU) in Ontario. Percentages: tables.

Findings:
1. In the present employment situation interviewees felt that an excess of supply over demand was not a serious problem; most graduates would find employment but employment expectations may be required to change; interest in employing community college graduates especially in the business sectors, had increased; SS research was not highly useful for employment, and that there could be SS roles in dealing with the social effects of industrial expansion
2. The SS image was not concrete, varying from 'airy-fairy' to 'being aware of deeper reality.'
3. Little use was made of SSs in the business sector more use, mainly of undergraduates, was evident in the government sector.
4. Opinions on changes in existing training programs varied increased inservice training was suggested

Conclusions:
1. Difficulties with unemployment and underemployment of expensively trained degree holders generates tremendous social wastage.
2. A deficiency in providing SS leadership potential could result from the growing top-heavy age structure in university faculties.
3. The development of measures of the cost of underemployment is essential to the assessing of remedial programs
4. University recruitment practices and immigration policies, particularly in the highly trained manpower sector need to be reviewed
5. Improved dissemination of information on SS capabilities and potentials is needed for both graduates and potential employers
6. The SS curriculum should be reassessed in terms of employment possibilities
7. More flexible use of SSs between university, government, and industry should be investigated using demonstration models.
8. Transfers, sabbaticals and early retirements would make the existing SS employment market more flexible.

Special Features:
Data and results from 1972 MCU studies

(MEM)

Availability: MF - $1.00; HC available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01213**
Harvey, Edward B.
-- **Education and Employment : Expectations and Experience.**
-- Toronto : /Ontario Institute for Studies/ in Education, 1973. -- 222 p. (-- OISE project ; 0802-62)

SUBJECT

/GRADUATE/S. /Community college/s and /universities/
  /Employment/ and /salaries/ -- Comparisons by /sex/ and /program/s
UNIVERSITIES
  /Graduate student/s and /undergraduate student/s. /Socioeconomic/ /characteristic/s and sex
/STUDENT/S. Community colleges
  Socioeconomic characteristics and sex -- Study regions: /Ontario/

ABSTRACT

Type of Study:
Comparative

Purpose:
To determine the characteristics, educational and job attitudes and experiences, and labour market expectations of university and community college students and graduates.

Sample:
I - 431 community college (CAAT) and 337 university graduates (G) who received diplomas or degrees in 1970; and 1,863 undergraduates (UGs) who completed degrees in 1968. II - 1,373 UGs, 938 Gs, and 766 CAATs in the final year of their program.

Methodology:
Institutions were selected representing different sizes, locations, and programs. Data were collected by means of questionnaires for CAATs, Gs and UGs in two studies, one a follow-up study, the other a study of the expectations of final year students. Analyses and results include comparisons percentages, and tables

Findings
1 More /male/s than /female/s enrolled in CAAT, G and UG programs; the disparity was lower in UG programs.
2 Students from the highest socioeconomic background were most frequently in graduate school, less frequently in UG programs, and almost totally absent from CAATs, UG females were generally of higher background than males.
3 Sex differences were evident in course selections with typical male choices being CAAT technology and UG natural science courses, and doctoral programs of all kinds and typical female choices being CAAT service, UG humanities, and masters level courses
4. More males than females received 3-year diplomas, UG science degrees, and PhD's.
5 The proportion of students influenced by employment considerations when choosing a field of study corresponded to the number who found their education useful in their present jobs; UGs were the least influenced and found their education to be the most useless for their jobs
6 Post graduate study/ was most likely for male UGs and usually meant teachers college for male CAATs and female Gs.
7 For first jobs prestige ranking varied according to educational achievement and sex, type of job varied according to institution attended and /job satisfaction/ and length of stay varied according to educational attainment, those who left usually accepting jobs with lower prestige in a different sector and with higher satisfaction
8 Problems of unemployment were most serious with CAATs; the median period of unemployment was highest for Gs.
9 CAATs applied for 5 jobs and received 2 offers UGs applied for 3 jobs and received 1 offer; and Gs applied for 6 jobs and received 2 offers
10 Twice as many Gs as UGs had jobs arranged for UGs and Gs, overrepresentation occurred with natural science students in industry humanities students in teaching and social science students in government and other areas; for CAATs, business students of both sexes were more often employed
11 Differences between male and female salaries were significantly large for UGs and Gs; for CAATs, females were more often employed in low prestige jobs and earned lower salaries.
12 More Gs than UGs and CAATs located jobs outside Toronto.

(MEM)

Availability MF - $2.00; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01215**

-- Computer-Assisted Instruction For Colleges of Applied Arts and Technology : CAI Electricity - Field Trials Version I. Edited by Evannah Lomberg

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Computer Applications, 1975. -- v, 139 p. (-- OISE project ; 0013-56)

SUBJECT

/PHYSICS/ /Curriculum/ subjects. /Community college/s
/Electricity/. /Teaching/. Applications of /computer/s

ANNOTATION

The report describes a computer-assisted instruction course devised by OISE and Algonquin, George Brown, Loyalist, Sir Sanford Fleming, and Centennial Colleges of Applied Arts and Technology (CAATs) and field tested by Algonquin and Centennial CAATs via terminals accessing the National Research Council computer.

The structure of the electricity course, consisting of topics covering a number of objectives, each topic having testing and instrumental sections, is outlined. The diagnostic, selected diagnostic, and learner controlled strategies for ordering the presentation of topics are described. Also described are: procedures for registering students and accessing the program; the class status reports and individual student profiles regularly produced by the computer; the diagram booklet accompanying the course; technical requirements and format; and topic order. A description of test items for each objective in the program for each topic and subtopic includes information on the wording of problems, the ranges of the randomly generated variables used, error messages provided by the computer and a sample topic test and test summary.

Included in appendicies are a list of objectives for each topic and subtopic and a list of topics proposed for future development.

(GC)

Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

PUBLISHED REPORT **ON01216**

Watson, Cicely; Quazi, Saeed; Poyntz, Joy

-- The Secondary Teacher : A Study of the Characteristics and Supply-Demand Relations of Ontario Teachers

-- Toronto /Ontario Institute for Studies/ in Education, 1972. -- iii, 151 p. (-- OISE project ; 0113-59)

SUBJECT

/TEACHER/S. /Secondary school/s

/Educational/ and /socioeconomic/ /background/, /qualification/s, /experience/, /tenure/, /salaries/, /marital status/ and /sex/

/Supply/ and /demand/ related to /subject/s

Supply and demand. Affecting factors -- Study regions: /Ontario/

ANNOTATION

This report deals firstly with the characteristics of the stock of teachers and /enrolment/ in secondary schools in the recent past. Student and teacher numbers and /student-teacher/ /ratio/s from 1959 to 1971 are described. The characteristics of the teacher work force are described for the period from 1959 to 1968, primarily according to Dominion Bureau of Statistics data, and from 1965 to 1970, according to Ontario Secondary School Teachers Federation data. Topics include: socioeconomic and educational background; marital status and sex; educational level and qualifications; years of experience; and tenure and salary.

The report also provides information on demand-supply relations. Discussed are: demand for teachers; supply of teachers; projections of teacher demand by subject; and projections of teacher supply by subject. Tables and graphs are included.

(MEM)

Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

/

PROCESSED REPORT **ON01217**

Ducharme, David J.; Toutant, R.L.

-- Evaluation of the Brant R.C.S.S. System Approach to Early Identification of Children With Learning Problems : Report on Program Implementation and Change in Teacher Activities.

-- Kitchener : /Ontario Institute for Studies/ in Education, Midwestern Centre, 1977. -- 70 p. (-- OISE Project : 0004-80)

SUBJECT

/LEARNING DISABILITIES/ /Student/s. /K-grade 2/
/Screening/ by Medvedeff /program/
STUDENTS WITH LEARNING DISABILITIES. K-grade 2
/Remedial/ programs: Medvedeff program. /Evaluation/ -- Study regions: /Brant County/

ABSTRACT

Type of Study:

Descriptive

Sample:

All 31 kindergarten (K), grade (G) 1 and G2 teachers (Ts) (87% response) and all 8 principals (100% response) in the system; a supervisory officer and special education consultant. Data collected April to May 1977.

Methodology:

A questionnaire was administered to the total sample. 14 Ts, distributed across the grades, were selected for follow-up interviews and classroom observation, on the basis of usage level of the approach to /early identification/ developed by /Medvedeff, Eugene/ (M) (7 high users and 7 low users). Data were collected on the following aspects of implementation: training events; preparation of individual /teacher/s; follow-up activities; availability of materials; availability of teacher aides and-or /parent/ /volunteer/s; perceived support by central office personnel and principals; and usage level and general implementation patterns. Data collected on the program's impact on T activities included: noticing traits of children and individualization of program. Results were tabulated; percentages.

Findings:

1. /Training/ programs, including workshops, were generally satisfactory; but directions for using M /material/s, differentiation of training events for experienced and non-experienced Ts, technique demonstration, and coordination of training events with implementation efforts all required improvement.
2. Ts supplemented training with reading and study. Almost all K and K-1 Ts understood the material 'fairly well'; 36% of G1-2 Ts 'not very well', 66% of K and 42% of K-1 Ts had adequate follow-up activity.
3. Material acquisition problems, increased by the lack of a Canadian distributor, were eased by Ts' improvisations. /Teacher aide/s were available in all classes for about 2 days per week; Ts felt aides should be pre-trained and some Ts felt uncomfortable in the role of trainer; cooperative implementation by Ts and aides was the most desirable of six modes studied.
4. Central office personnel were generally seen as supportive; some principals were only tepidly supportive.
5. Classroom use of M materials created /crowding/ problems, made considerable demands on Ts' time, but contributed to better integration and communication.
6. 80% of principals and Ts felt exposure to the M program increased their perceptions of individual traits, and no decrease in individualization of program was reported; 62% Ts opted to 'modify the program and increase use'.

Conclusions:

1. Usage problems are solved with experience; training programs for Ts beyond K are needed; the comprehensiveness of follow-up activity is in question
2. Adequate material supplies are essential before program extension; a cooperative effort in creating and sharing more imaginative materials is needed.
3. Aides are necessary; payment and improved training and T-aide communication is required.
4. Tighter coordination is required in provision of back-up expertise; planning for extended implementation; training programs; follow-up activities; staff acquisition and familiarization; and program maintenance and expansion.
5. Consideration should be given to the integration of the M program at various grade levels, and to the appointment of a program coordinator.

Tests Included in Document

Teachers' /questionnaire/; principals' questionnaire; and /observation schedule/

(MEM)

Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01218**

Hunt, David E.
-- Characterization of Thornlea : The School, Its Students, And Its Effects.
-- Toronto : /Ontario Institute for Studies/ in Education, 1970. -- 12 p. (-- OISE project ; 0006-52)

SUBJECT

/THORNLEA S.S./. /Secondary school/s. /York County/
/Educational/ /objective/s and /school environment/. Effects on /student/s. Research

ANNOTATION

This proposal, submitted to York County Board of Education, concerns Thornlea Secondary School and how its variety of approaches affects different kinds of students, as well as the determination of the most effective educational environment for different kinds of students.

The objectives of the proposal are stated. The testing for student characterization conducted in June 1970 is described with reference to the sample, methodology, and the tests used. Also presented is the methodology for data collection in 1971-72 on: the characterization of Thornlea and the educational environment within it; and the impact of Thornlea upon students. Also included are: plans for 1972-73 to continue characterization; results and implications of the project; information on the budget; and a /bibliography/ of 12 items.

(MEM)

Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

550

PROCESSED REPORT ON01219

Kliewer, Erich

-- **Profile of Socio-Demographic Characteristics of Middlesex County, the District of Sudbury and the Province of Ontario : A Selected Statistical Compendium with Commentary.**

-- Toronto : /Ontario Institute for Studies/ in Education, Dept. of Educational Planning, 1975. -- 129 p. (-- OISE project ; 0006-59)

SUBJECT

/POPULATION/ /Sudbury/ District
 /Personal/ and /socioeconomic/ /characteristic/s -- Comparisons with /Middlesex County/ and Province of /Ontario/

ANNOTATION

This report provides a statistical profile of two Ontario Educational Communications Authority reception areas: Middlesex County and the District of Sudbury, which are compared with each other and with the province of Ontario. Middlesex County is highly urbanized and lies near the U.S. border; the District of Sudbury is a less urbanized region to the north of the province.

Data based on statistics from 1961 to 1972 are given for all 3 regions and are discussed under the following headings: /demographic/ characteristics, /health/ and /environment/, /family/ and households, /cultural/ characteristics, /housing/, /education/, /labour force/ and /occupation/, /income/, and /industry/ and commerce. Tables and graphs are included.

Notes:

Project director: /MacLeod, Betty B./

(MH)

Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01221**

Fowler, William; Biderman, Eva

-- Free Play Activity : Guide for Organization and Supervision of Infants and Preschool Children.

-- Toronto /Ontario Institute for Studies/ in Education, 1973. -- 25 p. (-- OISE project ; 0010-52)

SUBJECT

/PLAY/ /Infant/s and /preschool/ /children/
  related to /development/
/NURSERY SCHOOL/S and /DAY CARE/ /SERVICE/S
  /Playground/s, indoor /facilities/, /material/s and /organization/

ANNOTATION

This guide forms part of a long-term research and development effort to develop a /program/ for the care and education of infants and young children. The various forms of play are described: exploratory-manipulative; means-ends (instrumental problem solving); construction-creative, including modular construction and free form play; play with symbolic forms including language and information concept play; sociodramatic play, including macrosphere and microsphere activities; musical play; and gross motor activity. The conceptual framework of play, its value and specific development functions are explored. The /value/s of play outlined include: autonomy; interdependence; experimentation with rules about the workings of the physical and social environment; cognitive and creative motivations; problem solving and creating things; spontaneity and flexibility of emotional expression; creative imagination; and fine and gross motor skills.

Also discussed are procedures for organizing free play in indoor and outdoor environments. An outline is provided of the /physical/ environments, /space/ arrangements, materials required, the /social/ /environment/ (covering matters such as supervision, guidance and control), and general hints for /teacher/s. The guide is illustrated and includes different diagrams of indoor and outdoor play areas with extensive and limited facilities.

(TO)

Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT
ON01222
Fowler, William; Khan, Nasim
-- **Diagnostic-Developmental Monitoring System (for Children 6 Months to 6 Years Old and Their Caregivers).**
-- Toronto /Ontario Institute for Studies/ in Education, 1975. -- 22 p. (-- OISE project ; 0010-52)

SUBJECT

/EVALUATION/ /METHOD/S. /Affective/. /cognitive/ and /physical/ /development/. /Infant/s and /preschool/ /children/
/PERSONNEL/. /Day care/ /service/s
Evaluation methods

ANNOTATION

This developmental monitoring plan is based on an /instrument/ for periodically assessing young childrens' characteristic ways of doing things, in aspects of /personality/ and cognitive processes considered significant for coping and development. It also provides an instrument for measuring the adult's skills in facilitating such development. The /socioemotional/ and cognitive processes are divided into 8 categories: cognitive style; /motivation/s; object relations; social relations with adults; social relations with /peer/s; representational rules; /psychomotor/ /skill/s; and the child's physical state. The categories and their characteristics are listed as column headings on scoring sheets.

The rating scales provide: either a diagnostic profile of a child's current pattern of functioning or a diagnostic profile of a caregiver's skills in developing optimal functioning for the children in his-her charge; and diagnostic information which serves as a basis for recommendations for child care and /stimulation/ and for improving the child-rearing skills of the adult. A guide for rating the assessment forms is included which outlines the scoring system and provides definitions of the 8 categories and their characteristics. Diagnostic- development monitoring assessment forms for both children and adults are appended.

Notes:
This report was researched in collaboration with the Woodbine Project Research Staff.
(TO)

Availability MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT

ON01223

Fowler, William; Ogston, Karen

-- Environmental Standards Index for Quality Group Care and Education of Young Children.

-- Toronto : /Ontario Institute for Studies/ in Education, 1975. -- 50 p. in various pagings. (-- OISE project ; 0010-52)

SUBJECT

/DAY CARE/ /SERVICE/S
/Standard/s and /evaluation/

ANNOTATION

This report contains a set of scales to define performance standards and operating conditions essential to the functioning of quality day care for young children. This set is capable of being administered by anyone regardless of their roles or the institution to which they are attached, and is designed for use with children in programs from birth to school age (around 6 years). A number of dimensions are covered in 5 major areas: /physical/ /environment/; adult /social/ structure and /socioemotional/ /environment/; socioemotional environment and /development/ - the structure of children's socioemotional environment; a /cognitive/ /stimulation/ program; and variety of toys and /equipment/. The scale design and the scoring system are described. The scales for all 5 areas are presented in two sections: a profile sheet and scale descriptions of the characteristics of scale dimensions on which a centre and its program can be assessed.

Notes:

For a complete listing of related records see ON01226

(MEM)

Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT
ON01222
Fowler, William; Khan, Nasim
-- Diagnostic-Developmental Monitoring System (for Children 6 Months to 6 Years Old and Their Caregivers).
-- Toronto /Ontario Institute for Studies/ in Education, 1975. -- 22 p. (-- OISE project ; 0010-52)

SUBJECT

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/PERSONNEL/. /Day care/ /service/s
Evaluation methods

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Fowler, William; Khan, Nasim

ON01222

-- Diagnostic-Developmental Monitoring System (for Children 6 Months to 6 Years Old and Their Caregivers).

-- Toronto /Ontario Institute for Studies/ in Education, 1975. -- 22 p. (-- OISE project ; 0010-52)

SUBJECT

/EVALUATION/ /METHOD/S. /Affective/. /cognitive/ and /physical/ /development/. /Infant/s and /preschool/ /children/

/PERSONNEL/. /Day care/ /service/s

Evaluation methods

ANNOTATION

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Notes:

This report was researched in collaboration with the Woodbine Project Research Staff.

(TO)

Availability MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

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-- **Environmental Standards Index for Quality Group Care and Education of Young Children.**
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/DAY CARE/ /SERVICE/S
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Notes:
For a complete listing of related records see ON01226

(MEM)

Availability: MF not available at time of printing, HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT
Fowler, William
-- Progress Report on Demonstration Program in Infant Care and Education (Phase 1 : September 1968 - June 1969) : Assessment of Effects of Infant, Student and Parent Foundation Year Programs.
-- Toronto /Ontario Institute for Studies/ in Education, 1968-69. -- 98 p. (-- OISE project ; 0010-52)

ON01224

SUBJECT

/DAY CARE/ /SERVICE/S
  /Infant/s. /Affective/, /cognitive/ and /physical/ /development/. Effects of /program/s
  /Parent/s. Programs
  /Personnel/. /Inservice/ /education/
INFANTS
  /Language development/ and /social/ development. Affective factors

ABSTRACT

Type of Study:
Comparative

Sample:
I - 20 infants attending the /Canadian Mothercraft Society/ Day Care Centre (E1), and a matched control group of 5 /inner city/ /disadvantaged/ children (C1). II - Mothercraft students in their first year of training (EII). III - Parents of E1 and C1 infants (EIII). Data collected 1968-69.

Methodology:
I - Data were collected from pre- and posttests measuring mental and motor development and /socioemotional/ functioning administered to E1 and C1. Results were compared; differences in means and standard deviations were calculated. Tables. II - Hunt's Conceptual Level instrument was administered to students on 3 occasions as they progressed through the course. III - Data were collected on parents' age, education, occupation and ethnic and national background. Parents were rated before, during and at the end of their guidance program by means of a research inventory, observation and interview. Tables.

Findings:
1. In cognitive development: effects were noted more in mental than motor development; E1 had definite advantages over C1; the younger half of the sample had larger gains; and the lower IQ level of C1 at age 4-7 months was indicative of early effects of deprivation.
2. In socioemotional relations, little difference was shown between E1 and C1.
3. For EII: a gain in conceptual complexity was made mostly in the first months of the course; students moved from using methods of physical punishment and social isolation to constructive, interest-oriented techniques.
4. For EIII: emphasis on linguistic and social relations development extended to the home, infant contentment and /verbal communication/ were directly related to the positive attitude of the mother; and the mother's extensive involvement was related to the child's inquisitiveness.

Conclusions:
1. Objectives of the program for Sample 1, to provide enrichment and adequate child care and education, are being met.
2. The program for EII produces greater flexibility in thinking and social relations, more generalized forms of thinking and a more balanced approach to problems.

Special Features:
/Bibliography/ -- 11 items

Tests Used in Research but not Included in Document:
/Bayley Infant Behaviour/ Profile; /Bayley Mental Scale/, /Bayley Motor Scale/s; Cattell Infant Intelligence Scales; /Hunt's Concept Level/ Paragraph Completion Rating System; Kohen-Raz Subscales of Bayley-Mental Scales; /Schaefer and Aaronson Infant/ Education Research Inventory; Mother's Behaviour with Tutor and Child during Tutoring Sessions; /Schaefer Infant Behaviour/ Inventory; /Uzgiris-Hunt Scales of Sensory/ Motor Development; Self-made Personal-Cognitive Scales

Notes:
This report was produced in collaboration with Helen Booth, Director of the Canadian Mothercraft Society
(MEM)

Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01225**

Fowler, William

-- The Development of a Prototype Infant, Preschool and Child Day Care Centre in Metropolitan Toronto. Year I Progress Report : Program Development.

-- Toronto : /Ontario Institute for Studies/ in Education, 1971. -- 71 p. in various pagings. (-- OISE project ; 0010-52)

SUBJECT

/DAY CARE/ /SERVICE/S
  /Equipment/, /facilities/, /personnel/ and /program/s
  Personnel. /Inservice/ /education/
/FAMILY LIFE EDUCATION/
  Programs

ANNOTATION

This is a report of Year I of a longitudinal investigation on research and development at Woodbine Day Care Centre and the implications for the setting up of a program with optimum conditions for the socioemotional and intellectual development of children.

The aims of the prgram are outlined. Described for the general program are: /physical care/ routines, guided /learning/ through /play/, and supervising children in free play. A description of experimental projects and special general program developments includes: aid/s, toys and equipment, experimental week, a family life education pilot project, video recording apparatus, and outside projects. /Parent/ guidance and staff guidance and communication, including inservice training are also described. Information on special projects on specific types of developmental learning include: information concept learning, cognitive style, attitude concept learning projects, language learning, and graduate student seminar projects; and projects on the development of specialized program-related measures including the monitoring of play learning sessions, the developmental monitoring profile and the monitoring of /cognitive development/. Also included are environmental standards scales.

Issues and perspectives discussed are: quality day care vs babysitting; staff rotation vs children's need for stability in adult-child relations; inservice training of infant-child care staff; conflicting practices between home and day care; and the quality and quantity of physical space. Appendices present: parent guidance reports; outline of topics for the family life education program; the information concept project; graduate student seminar projects; a sample chart of /infant/ /stimulation/ frequency curves; and developmental age groups and /student-teacher/ /ratio/s. Included are a /bibliography/ of 25 items and tables.

(MEM)

Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01226**
Fowler, William, Biderman, Eva
-- **Developmental Methods for Physical Care Routines with Infants**
-- Toronto . /Ontario Institute for Studies/ in Education, 1972. -- 15 p. (-- OISE project , 0010-52)

SUBJECT

/INFANT/S
/Physical care/ /dressing/, /feeding/ and /toilet training/ related to /development/

ANNOTATION

This guide is part of a long-term research and development effort to develop /program/s for the care and education of infants and young children, and provides instructions for carrying out daily physical care routines. The emphasis is placed on talking freely during these /activities/ to help the child learn and understand.

The caretaking routines are for natural social situations in which much of a child's feelings about himself and others are formed. General /method/s for carrying out these activities are indicated: keeping the voice warm, friendly, and understanding; praising the task as well as the child; using games and stories while caring for the child; encouraging independence and autonomy; involving the child actively and pleasantly; interacting with the child and taking cues from his feelings, readiness, and level of understanding; and leading the child by setting the atmosphere and conditions so that he wants to participate and accomplish the task.

Detailed instructions based on age level, from birth to 24 months, are provided for the following physical care routines: feeding and eating; diaper changing; dressing and undressing; and toilet training. Each section outlines: main concepts; materials; and things to say and do while carring out the activities. The guide is illustrated.

Notes:
Written in collaboration with the Woodbine Research Project Staff and the /Woodbine Day Care/ Staff
(TO)

Related Records: ON01220; ON01221; ON01222; ON01223; ON01224; ON01225; ON01227; ON01228
Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01228**

Fowler, William

-- Demonstration Infant Day Care and Education Program : Interim Report.

-- Toronto : /Ontario Institute for Studies/ in Education, 1969-70. -- 7 p. (-- OISE project ; 0010-52)

SUBJECT

/INFANT/S

/Development/. Effects of /day care/ /program/s

ABSTRACT

Type of Study:

Descriptive; Comparative

Sample:

Selected samples of infants attending the Canadian Mothercraft Society Day Care Centre: 5 children from /disadvantaged/ /families/ of largely nonworking mothers (D); and 2 groups (A + B), with comparable /IQ/ scores, of advantaged children with /working mother/s. Data collected 1969-70.

Methodology:

Performance on the Bayley Mental Scale (MD1) and the Stanford-Binet IQ Test was measured. Group D was tested in the spring after a period of 1-2 months adaptation at an average age of 4- 9 months and again at approximately 13 months of age. Group A was tested after 2 months in the program at a mean age of 21.66 months and again at a mean age of 29.33 months. Group B was tested at a mean age of 11.42 months and again at a mean age of 17.57 months. Results were compared. Tables.

Findings:

1. All but 1 of the D infants made very substantial gains.
2. At the final testing the significant mean Binet IQ difference was 22.24 points for group A, after 10.08 months in the program, and 17.14 months for group B.

Conclusions:

1. Systematic programs based on highly personalized /emotional/ care and /cognitive/ /stimulation/, working in collaboration with the home, may have a high positive influence on all spheres of development on both /middle class/ advantaged and /working class/ disadvantaged children.
2. The earlier children are enrolled in a centre and the longer they stay, the more may be expected in the quality and amount of influence.

Tests Used in Research but not Included in Document:

/Bayley Mental Scale/, /Stanford-Binet Intelligence/ Test

Notes:

1. For a complete listing of related records see ON01226
2. In collaboration with /Canadian Mothercraft Society/

(MEM)

Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01229**

Fowler, William

-- Demonstration Infant Day Care and Educational Program : Documentation.

-- Toronto . /Ontario Institute for Studies/ in Education, n.d. -- various pagings. (-- OISE project ; 0010-52)

SUBJECT

/DAY CARE/ /PROGRAM/S
  /Research/ and development
/INFANT/S
  /Development/. Programs. Research and development

ANNOTATION

This is a collection of the documentation in support of the 3 year joint research project carried out by OISE and the Canadian Mothercraft Society (CMS) from 1968-1971 to develop and evaluate a model program of infant care and education. The collection includes research proposals, /objective/s of the program, procedures and /budget/ary plans. There is a description and history of the CMS and its newsletters for the spring and autumn, 1969 and spring and summer, 1970, which contain excerpts of progress reports on the infant care project. The collection also contains copies of progress report ON01224 and interim report ON01228.

Notes:

1. This research was done in collaboration with the /Canadian Mothercraft Society/
2. For a listing of related documents, see ON01226

(TO)

Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT ON01230

Olson, David R.

-- The Educational Potential of Print and Other Media.

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 23 p. (-- OISE project ; 0013-52)

SUBJECT

/CHILDREN/
  /Aural/ /comprehension/ and /reading comprehension/. Affective factors
/COGNITIVE/ /DEVELOPMENT/. /Student/s
  related to /teaching aid/s and /teaching method/s

ANNOTATION

This is a final report to the Canada Council of a project on /language/ and instruction. The studies on the extraction of information from symbolic media are described; included is information on the work done on speech and text comprehension. The study of the relationship between the medium of instruction and the development of intellectual skills is included and contains discussion of theoretical issues in a section on the biases of /speech/ and /writing/, and another on the language of schooling. The third section contains results of studies on instructional means. Experimental work on the structure of /semantic/ representation is outlined. Also included are: a /bibliography/ of 13 items; a list of recent publications; and 4 appendices.

(MEM)

Related Records: ON01231; ON01232; ON01234; ON01233

Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01231**
Olson, David R.
-- Logic in Children's Thinking.
-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 7 p. (-- OISE project ; 0013-52)

SUBJECT

/STUDENT/S. /Primary grade/s
  /Aural/ /comprehension/ and /reading comprehension/. Effects of /illustration/s

ANNOTATION

Described are two proposed experiments which would examine how children, with the use of pictures, draw inferences from statements. Experiment 1 is designed to find out which elements must be illustrated for inference to be made about characters previously unknown. Experiment 2 is designed to look at the effect of context on children's ability to infer active-passive relationships. For each experiment, samples and procedures are suggested and ways of analysing the results are outlined.

Notes:

This report appears as Appendix A to 'The Educational Potential of Print and Other Media', ON01229

(MEM)

Related Records: ON01230; ON01232; ON01233; ON01234

Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT **ON01232**

Olson, David R.; Bialystok, E.

-- On the Language of Space.

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 17 p. OISE project ; 00(Ministry of Education, Ontario. Grants in Aid of Educational Research)3-5(Ministry of Education, Ontario. Contractual Research).

SUBJECT

/STUDENT/S. /Nursery school/s and /junior kindergarten/
  /Language development/: Expression of spatial relationships

ABSTRACT

Type of Study:
Descriptive

Purpose:
To discover how children develop a structure for representing increasingly complex dimensionalized relations.

Sample:
48 children (24 males and 26 females), aged 3.2 to 4 11 years (mean age 4.1 years), attending nursery school or junior kindergarten Data collected 1976.

Methodology
Children were given 3 objects differing in the existence of intrinsic parts a wooden block 1 and 1-2 inch cubed, a 2 and 1-2 inch high bottle, and a toy car 4 inches long. 3 tasks were to be completed: an object placement task where, to measure internal spacial relationships an adhesive dot was placed on the 'top', 'bottom', 'front' and 'back' of the objects and, for external relationships, 'over', 'under', 'in front', and 'behind'; a picture selection task to correspond to verbal descriptions; and a picture description task. Dimension and domain were used as parameters to classify the spatial relationships. Results were interpreted in terms of a theory which describes the acquisition of a dimensionalized representational system for space, according to the principles of Invariance and Information. Tables.

Findings:
1. Vertical relationships were more easily represented conceptually and linguistically than horizontal relationships.
2. There were no differences between scores in the placement task; differences for the selection and description tasks were significant but counter to predictions due to anomolies inherent in the task.
3. For the block and bottle, vertical relations were acquired before horizontal. The acquisition of internal and external relations was simultaneous for the block and bottle (for vertical) and for the car (for horizontal).

Conclusions:
1. The overall superiority of the external relations appears misrepresentative for both vertical and horizontal relationships.
2. There is no lag between the acquisition of the internal and the external relation.
3. The hypothesis that spatial relationships represented in terms of a vertical axis could be acquired before similar relationships requiring horizontal representation was supported on a mental and a linguistic representation.

Special Features:
/Bibliography/ -- 12 items

Notes:
This report appears as Appendix B to 'The Educational Potential of Print and Other Media', ON01229

(MEM)

Related Records: ON01230; ON01231; ON01233; ON01234

Availability: MF not available at time of printing; HC - available for reference from Research and Development Office, OISE

PROCESSED REPORT **ON01233**
Olson, David R.
-- **Experiments on the Means of Instruction.**
-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 10 p. (-- OISE project ; 0013-52)

SUBJECT

/ENGLISH/ /LANGUAGE/. /Curriculum/ subjects. /Grades 5-6/
Proverbs and /vocabulary/ /Recall/ by /student/s. Effects of /teaching method/s

ABSTRACT

Type of Study:
Descriptive

Sample:
I: Grade 5 students. II: Grade 6 students. III: 60 grade 6 students aged 10-12 years.

Methodology:
I: Using tasks similar to those used by Rohwer (1972 study), students were presented with word pairs in 1 of 3 experimental conditions: Rehearsal (R) - students repeated aloud each pair till the next was presented; Presented Sentence (PS) - students were given a sentence relating the nouns in the pair; and Generated Sentence (GS) - students made a sentence relating to the pair. Recall was measured in a posttest interview. A new list of pairs was presented without instruction and recall was measured. Tables. II: Experiments similar to those in I were conducted with Sample II students. III: Students were taught 15 proverbs, 5 each day for 3 days, under 3 experimental conditions: R; Presented Paragraph (PP); and Generated Paragraph (GP). Recall was measured, scores reflecting the phrasing and meaning of the proverbs. A final series of tests looked for effects of training on a new list.

Findings:
1. For grade 5: all students learned some content, to different degrees; recall was superior for PS and GS groups. With the new list: GS were superior to other groups; PS students reverted to the R strategy and level; learning content was not the same for all groups.
2. For grade 6, recall in the first test for all groups was 90%. With the new list, large and significant recall differences were noted; GS groups, though not different from each other, were better than R groups.
3. For Sample 3. R group had more verbatim recall; the PP group's recall of meaning was as good as R's and there were no differences in recall. With the new list, the PP group outscored R.

Conclusions:
1. Different treatment of similar content results in differences in learning.

Notes:
This report appears as Appendix C to 'The Educational Potential of Print and Other Media', ON01229
(MEM)

Related Records: ON01234; ON01230; ON01232; ON01231
Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

PROCESSED REPORT ON01234

Olson, David R.

-- Children's Abilities to Draw Inferences and Implications.

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. -- 10 p. (-- OISE project ; 0013-52)

SUBJECT

/CHILDREN/

/Aural/ /comprehension/ and /reading comprehension/. Affecting factors

ANNOTATION

This report discusses inference, an aspect of /language/ comprehension, and its relationship to general knowledge of the world. Described are 4 levels of inference along a continuum of increasing application: level 1, involving no reference, up to level 4, involving total and obligatory reference to knowledge of the world. Also discussed is the categorization of inferential processes with respect to the amount of information that is combined or integrated to produce the inference. With reference to the close relationship of inference and the nature of written material, a basis for distinguishing different types of material is presented. The 3 hypotheses which form the basis of the study are outlined.

Notes:

This report appears as Appendix A to 'The Educational Potential of Print and Other Media', ON01229

(MEM)

Related Records: ON01230; ON01231; ON01232; ON01233

Availability: MF not available at time of printing; HC - available for reference at Research and Development Office, OISE

INTERNAL REPORT ONLY

ON01359

Courtney, Richard

-- Hamilton Philharmonic Institute, 1974-75.

-- Toronto : /Ontario Institute for Studies/ in Education, 1975. (OISE project ; 0285-57)

Notes:

Confidential document

Availability: Contact principal investigator

INTERNAL REPORT ONLY

ON01360

McDiarmid, Garnet L.; Shipe, Dorothy
-- **Indian Nursery School Adaptations** : **End of Year-One Report.**
-- Toronto : /Ontario Institute for Studies/ in Education, 1972. (OISE project ; 0283-57)

Notes:
Confidential document

Availability: Contact principal investigator

INTERNAL REPORT ONLY

ON01361

Khan, Sar; D'Oyley, Vincent R.
-- Standardized Testing and University Achievement.
-- Toronto : /Ontario Institute for Studies/ in Education, 1976. (OISE project ; 0323-54)

Notes:
Confidential document

Related Records: ON01367

Availability: Contact principal investigator

571

ON01362

INTERNAL REPORT ONLY
D'Oyley, Vincent R.
-- **Technical Note on the Canadian Test of English Language (CTEL).**
-- Toronto : /Ontario Institute for Studies/ in Education, 1976. (OISE project ; 0323-54)

Notes:
1. Revised versions issued in March and August 1976.
2. Confidential document

Related Records: ON01367

Availability: Contact principal investigator

INTERNAL REPORT ONLY

ON01363

D'Oyley, Vincent R.
-- The COU 1976 Study : An Introductory Note.
-- Toronto : /Ontario Institute for Studies/ in Education, 1976. (OISE project ; 0323-54)

Notes:
Confidential document

Related Records: ON01367

Availability: Contact principal investigator

INTERNAL REPORT ONLY

ON01364

D'Oyley, Vincent R.
-- **The C.O.U. and Other Ontario Freshmen.**
-- Toronto : /Ontario Institute for Studies/ in Education, 1976 (OISE project ; 0323-54)

Notes:
Confidential document

Related Records: ON01367

Availability: Contact principal investigator

INTERNAL REPORT ONLY -
D'Oyley, Vincent R.
-- The COU Experimental Testing Program : Highlights and Suggestions.
-- Toronto : /Ontario Institute for Studies/ in Education, n.d. (OISE project : 0323-54)

ON01365

Notes:
Confidential document

Related Records: ON01367

Availability: Contact principal investigator

INTERNAL REPORT ONLY ON01366
D'Oyley, Vincent R.
-- The Canadian Mathematics Placement Test (CMPT) : Technical Report.
-- Toronto : /Ontario Institute for Studies/ in Education, 1976. (OISE project ; 0323-54)

Notes:
Confidential report

Related Records: ON01367

Availability: Contact principal investigator

INTERNAL REPORT ONLY ON01367

D'Oyley, Vincent R.

-- The COU Experimental Testing Program : Final Report.

-- Toronto : /Ontario Institute for Studies/ in Education, 1976. (OISE project ; 0323-54)

Notes:

1. Project of /Council of Ontario Universities/
2. Confidential document

Related Records: ON01361; ON01362; ON01363; ON01364; ON01365; ON01366

Availability: Contact principal investigator